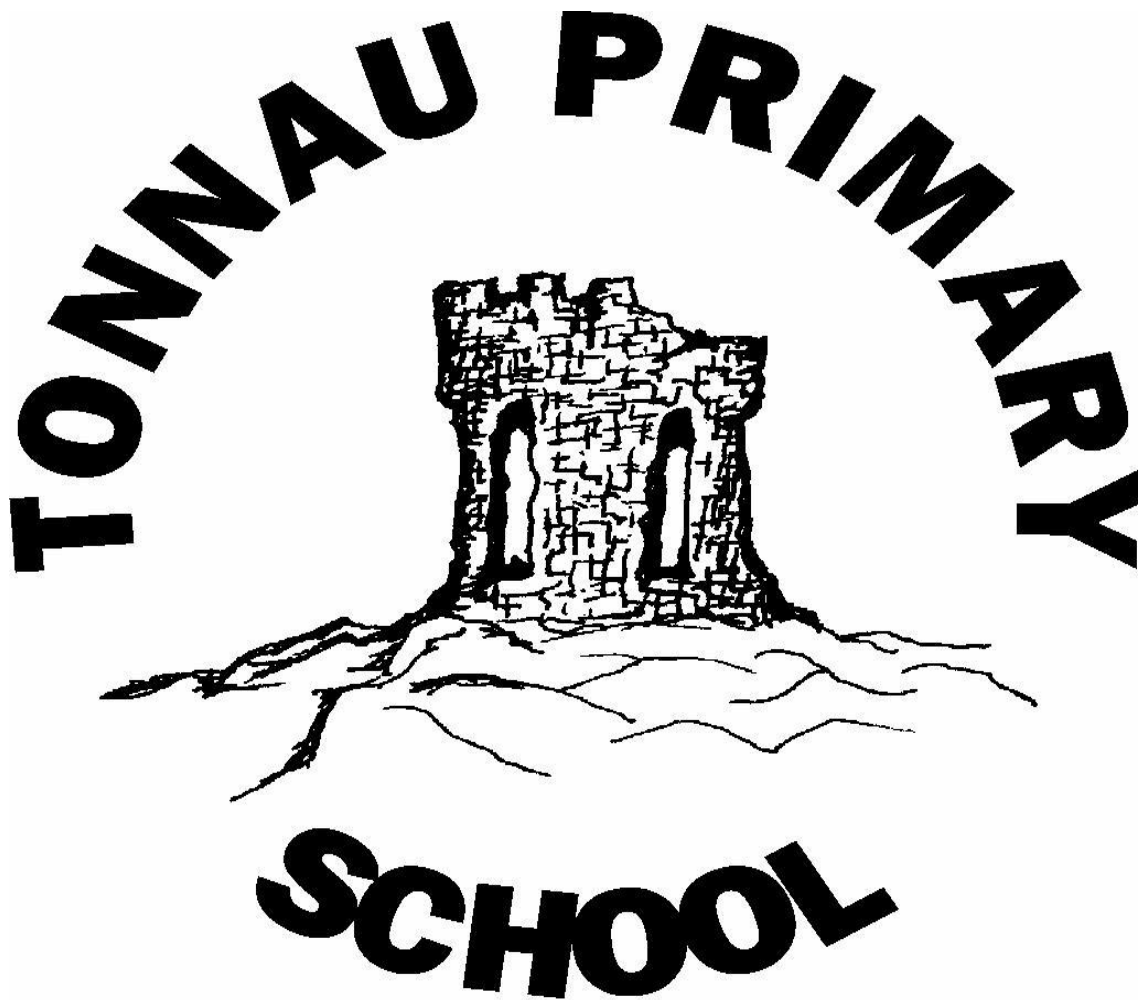


Tonnau Primary Community School



Additional Learning Needs (ALN) Policy.
This Policy will complement our developing
introduction of the 'The Additional Learning
Needs Code for Wales 2021'

The system for supporting children and young people with special educational needs and disability in Wales is changing. The ALNET Act of 2018 replaces previous legislation surrounding special educational needs which was established nearly 30 years ago. In order to prepare for a new system, Wales is currently undergoing an ALN Transformation Programme. From September 2021, the Welsh Government is bringing in a new, simpler and more responsive system of meeting the needs of children with additional learning needs. The new system puts the learner at the heart of everything that happens. It will be brought in gradually over the next few years (2021 -2024)

What are the main changes?

- The term Additional Learning Needs or ALN will replace the terms Special Educational Needs, Learning Difficulties and Learning Disabilities.
- This new legislative system applies to learners aged 0-25. This will ease transition between compulsory school age and post-16 education and will allow for greater collaboration, support and rights for learners.
- A single statutory plan known as an Individual Development Plan or IDP is created, ensuring consistency and continuity.
- Learners views are always considered as part of the planning process, along with those of their parents and carers.
- The use of Individual Development Plans or IDPs ensures that learners are offered support that meets their needs to help them reach their potential.
- Navigating the new system will be easier and it is designed to reduce conflict.
- There will be improved collaboration between organisations with responsibilities for identifying and managing additional learning needs.
- Where disagreements cannot be resolved, the system ensures that children, young people and their parents/carers will have the right to appeal to the tribunal.
- If learners require additional learning provision to be delivered in Welsh, this must be documented in their Individual Development plan and 'all reasonable steps' must be taken to secure this provision.
- A new statutory ALN Code will ensure that the new system has a set of clear, legally enforceable parameters and practical guidance for local authorities and other organisations delivering services for children and young people with additional learning needs.

My child has additional learning needs now. Will this change? Will my child have additional learning needs under the new system?

If your child is currently at School Action, they will continue to receive the support they need in the classroom via reasonable adjustments and differentiated learning. Through careful planning, assessment and identifying next steps, your child's teacher will continue to meet your child's needs. They may have a regularly reviewed One Page Profile which documents their strengths, what is important to them and how best to support them in the classroom. If your child is currently at

School Action Plus or has a Service Level Agreement, requiring support in addition to typical reasonable adjustments and classroom differentiation, then they will continue to have an IEP until this is converted to an IDP when the new system is in place (unless of course they no longer require targeted support at that time). If your child currently has a Statement this will remain in place along with an IEP until the implementation plan enables a conversion review to take place. The conversion review will adopt person centred practice principles to ensure the learner's views and those of parent's/ carers are considered alongside an evaluation of needs. Under the new system, a learner only has additional learning needs if they have a learning difficulty or disability that calls for additional learning provision. This means provision that is 'additional to' or 'different from' that provided for others of the same age. This will be distinct from the teaching strategies and differentiated teaching that is generally available for all learners. Schools will continue to provide carefully planned interventions to support a range of needs which will be available as part of our universal provision for the benefit of all learners. Additional Learning Provision will be considered on an individual basis and encompass needs which are beyond a differentiated curriculum and targeted universal support. If a learner has additional learning needs that require additional learning provision an Individual Development Plan will be created for them.

What is an IDP? (Individual Development Plan)

- The IDP replaces School Action, School Action Plus and Statements.
- IDP's support children and young people from 0-25 who require support that is 'different or additional to that provided as part of the usual or differentiated curriculum'.
- IDP's are a single plan with a common format, using a Person Centred Practice approach. This process begins once an additional learning need requires additional learning provision.
- All IDP's will include an action plan and must be reviewed regularly.
- External services will collaborate on the creation of an IDP and all relevant people will contribute. The IDP will replace other plans and be a single document.
- The IDP is designed to be accessible and easy to update as needs change.

The new Code is the authoritative operational guide to our working practices, procedures and systems needed to implement the ALN process here at Tonnau. We are still very much working in partnership with Local Authority expertise to develop our ALN practice and we welcome that valuable link. The following pages give some greater clarity around our procedures as we begin to consolidate our working around the 2021 Code.

1 Introduction

- 1.1** This policy was initially reviewed and updated in January 2002 in line with the revised Code of Practice.
- 1.2** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have additional needs and require particular action by the school.
- 1.3** These requirements are likely to arise as a consequence of a child having additional learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4** Children may have additional learning needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional learning needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the additional learning needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's additional learning needs;
 - to enable children to have as full an access as possible to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1** In our school we aim to offer excellence to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2** Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Additional Learning Needs

- 4.1** Children with ALN have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
 - they are under school age and fall within the definitions above.
- 4.2** Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3** If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The Additional Learning Needs Co-ordinator (ALNCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The ALNCO will then take the lead in further assessments of the child's needs.
- 4.4** We may well involve outside agencies to best support our pupils and this work may result in pupils following an IDP. Families are involved throughout this process

4.5 In our school the ALNCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with additional learning needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having additional learning needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with additional learning needs. The governing body ensures that parents are notified of a decision by the school that ALN provision is being made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with additional learning needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of additional learning needs are aware of the nature of the statement.

5.4 The ALN governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

6.1 The ALNCO is responsible for the operational management of the specified and agreed resourcing for additional learning needs provision within the school, including the provision for children with statements of additional learning needs.

6.2 The headteacher informs the governing body of how the funding allocated to support additional learning needs has been employed.

6.3 The headteacher and the ALNCO meet annually to agree on how to use funds directly related to statements.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and the ALNCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The ALNCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school works closely with parents in the support of those children with additional learning needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with additional learning needs
- 9.2** The school prospectus contains details of our policy for additional learning needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in

action. A named governor takes a special interest in additional learning needs and is always willing to talk to parents.

- 9.3** We have regular meetings to share the progress of additional learning needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with additional learning needs.

10 Pupil participation

- 10.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2** Children are involved at an appropriate level in setting targets in their IDPs. Children are encouraged to make judgements about their own performance against their IDP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

- 11.1** The ALNCO monitors the movement of children within the ALN system in school. The ALNCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The ALNCO is involved in supporting teachers involved in drawing up IDPs for children. The ALNCO and the headteacher hold regular meetings to review the work of the school in this area. The ALNCO and the named governor with responsibility for special needs also hold meetings.
- 11.3** The governing body reviews this policy annually and considers any amendments in the light of relevant advice or findings.

Reviewed autumn 2021