

Catwg Primary School



ALN Policy

ADDITIONAL LEARNING NEEDS

At Catwg Primary School, we operate an inclusive policy with regard to Additional Learning Needs (ALN) provision where all pupils are given equal access to every aspect of Catwg life.

This document has been produced to help with the decision making processes for our Catwg, parents and most importantly our pupils in relation to children and young people with Additional Learning Needs (ALN) under the new Statutory Framework for Wales (The Additional Learning Needs Code for Wales 2021). It has also been produced to help outline what all professionals, parents/carers and, most importantly, our pupils can expect from each other. Guidance from the ALN Code and NPT's Principles and Expectations have informed this document. For further information, please refer to the hyperlinks at the end of this document.

Catwg Primary School continues to use the SEN policy for those on the SEN system.

Roles and Responsibilities for ALN

Catwg Primary School has designated two teachers who have responsibility for co-ordinating provision for learners of ALN. They are known as the Additional Learning Needs Co-ordinator, or ALNCo. The ALNCo will ensure the needs of all learners with ALN are identified and met within Catwg.

Our ALNCOs within the Catwg are:

- Rhian Thomas (Mainstream)
- Sarah Herdman (Learning Support Centre)

There is also a team of Teaching Assistants (TA's) who are involved in providing a range of interventions for pupils. These interventions are tailored to meet the specific needs of pupils, which will usually include literacy and numeracy interventions, as well as a range of other interventions to address other needs e.g. Rapid reading, Rapid maths, Talkabout, Language link etc

Additional Learning Needs Reform in Wales

Additional Learning Needs as we know it is changing. The Additional Learning Needs Code for Wales came into effect as of September 2021. We are continuing to adapt in line with these changes in a number of ways. We recognise the importance of parents as stakeholders in their children's education and we believe that children should be at the heart of all we do, voicing their opinion whenever possible.

Individual Development Plans (IDP'S)

Previously a child would have had an IEP outlining targets and support or interventions. However, this will now be changing and identified children will be supported through an Individual Development Plan (IDP).

What is an IDP?

The Individual Development Plan (IDP) is a single plan that is put in place after determining that a pupil has ALN. The IDP includes a description of the child/young person's ALN, and the Additional Learning Provision (ALP) put in place in order to meet those needs must be noted.

Decision making and the IDP process.

Following the Local Authority's Principles and Expectations document, we would follow the decision making process and follow the 2 step approach in the ALN Code to determine if a child has ALN.

6.0 Definition of ALN – a 2 step approach

To establish whether a child has ALN, the following tests must be applied.

Test 1 - Does the child or young person have a learning difficulty or disability?

A child or young person of compulsory Catwq age or above has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained Catwqs or mainstream institutions in the further education sector.

*If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test. **If the answer is 'no' to both questions, the child or young person does not have ALN.***

Test 2 - Does the learning difficulty or disability call for Additional Learning Provision (ALP)?

The second test is whether the child or young person's learning difficulty or disability calls for Additional Learning Provision (ALP). ALP can take many forms; it might include any support that takes place inside or outside the classroom, where it is additional to, or different from,

that made generally for others of the same age. ALP might also be delivered in settings outside of the Catwg or in some circumstances and/or by external professionals.

If an ALN has been identified a Person Centred Review will be carried out to ensure that learners and their families are placed at the centre of planning, reviewing and making decisions about what matters in their lives, and the Additional Learning provision (ALP), they require in order to achieve their aspirations

Usually, everyone who works with the child will be invited to attend, e.g. parents, child/young person, ALNCo, Educational Psychologist, Health, Teaching Assistant, Class Teacher, Head of Year, i.e. any professional who is contributing to the child/young person's support.

What will happen at the meeting?

At the Person Centred Review, a facilitator will guide everyone through the process in order to contribute information and agree on person centred outcomes and actions.

You will be asked to discuss...

- What you appreciate about your child
- Your aspirations for your child
- What matters to your child
- What matters for your child
- The best way to support your child
- What works and what does not work from your point of view
- Any questions you may have

At the end of the review

By the end of the Review, the facilitator will ensure that everyone has agreed on Person Centred outcomes, and on actions that need to be achieved. The aim of the Action Plan is to ensure that everyone can see what needs to be done to support your child/young person to learn and fulfil their dreams.

The Individual Development Plan will say...

- What support your child needs to learn and develop.
- Who is responsible for ensuring that he/she receives the support they needs.
- Where they will receive this support.
- How we will know if the support has helped your child in the way it was intended.

What's next?

Following the review, the Plan is shared with all partners. This will be a live electronic document that will be reviewed regularly as required and every 12 months at least. Access to the electronic document will be granted to everyone involved with the child.

ALN Explained

The four main areas of need associated with additional learning needs (ALN) are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and /or physical needs**

Pupils are identified as having ALN if they have a learning difficulty that requires additional learning provision (ALP) which is 'additional to' and 'different from' that which is provided across the Catwg. Information is collected through a number of different communication routes, including transition between classes, teacher feedback to the ALNCO, parental concerns and regular assessments to track progress in literacy and numeracy skills. Once identified as having a barrier to learning which impacts upon the progress they make, pupils will be closely monitored using a graduated response of provision suited to their individual need. A one page profile will be created and reviewed regularly. These documents are designed with the pupil at the centre and are carried out using a person centred approach. Parents are also involved in the creation and reviewing of these documents, which will be shared with parents during parents evenings / arranged meetings.

Catwg has a team of trained Teaching Assistants (TAs) who are involved in providing a range of interventions which focus on a number of different areas of need. Pupils who have a statement of special educational need or IDP may also, if written into their statement, receive support from TAs.

Inclusive Learning Provision (which is available to all pupils)

Please see Provision Pyramid which is located in ALNCO File

Additional Learning Provision (ALP) (targeted intervention)

Please see Provision Pyramid which is located in ALNCO File

At Catwg, we will keep our ILP and ALP under review on a regular basis.

Catwg Primary School



ALN Policy -LSC

Background and access

Our school provides an environment which is conducive to effective learning for all pupils. The single storey structure is situated within attractive spacious grounds, and there is easy access into the main building.

The classrooms are large and airy, and adaptations have made the school fully accessible for pupils with physical needs. Please refer the LSC leaflet for additional information in the LSC impact file)

There is one designated disabled changing facilities in the Foundation Learning corridor and a wheelchair lift to gain access from the KS2 department section to the hall, wheelchair ramps outside the two main entrances and classrooms as well as flashing fire alarms in both LSC classes.

Soundfield systems have also been installed in mainstream KS2 classes and the hall to facilitate the inclusion of our pupils with deafness to benefit all pupils, Deaf and hearing. Babble guard systems have been purchased in a roll out program for all KS2 classes and the ALN space.

The Learning Support Centre (LSC) has separate and specific arrangements made. In consultation with the school, the LA determines the number of available places (14 planned places) and makes provision for the appropriate funding. Exceeding the number of planned places will only be considered if the criteria as outlined in the Exit/Entry document. The number of places allocated under special criteria will not, in any case, exceed 10% of the total intake.

Exit /Entry criteria from the LA Documentation

Section 4. Sensory and / or Physical Needs

A: Deafness

To be considered for entry to specialist provision for pupils with a deafness at primary and secondary level, pupils will:

- Have had their deafness identified as their prime need, although there may be inter-related secondary needs. Reports from relevant professionals must confirm this.
- Have at least a moderate permanent deafness.
- Need a level of support which is significantly greater than is ordinarily available in a mainstream setting.
- Benefit from a Total/Inclusive Communication Approach (including British Sign Language).

- In most cases, have received pre-school intervention from the Deaf Education Team/Qualified Teacher of Deaf Children and Young People (QToD).
- Have received Speech and Language Therapy (SALT).
- In most cases, need assistive listening devices, and attend Audiology/Ear Nose and Throat (ENT) Clinic and in some cases, be supported by the Cochlear Implant Team.
- Have difficulty in accessing the curriculum without specialist support and/or modification.
- Benefit from inclusion into the mainstream setting.
- Require a Teaching Assistant (TA) / Communication Support Worker in the mainstream setting to enable access to the curriculum, where appropriate.

Exit Criteria from specialist provision at primary and secondary level

A pupil will leave the provision if:

- Deafness is no longer identified as the prime need. Reports from relevant professionals must confirm this.
- The hearing levels identified have improved, i.e. to a mild hearing level.
- The deafness no longer requires special educational provision.

Learning Support Centre

As part of Catwg Primary School, there is a Learning Support Centre (LSC) which supports children with Sensory Impairment from ages 3-11 (Deafness). In some circumstances pupils outside of NPT are eligible to attend the provision at Catwg if the local authority is unable to meet their needs. (e.g. Powys)

Communication is fluid between home and school via home school link books or ToD emails. This facilitates a two-way process between parents and teachers in order to immediately address any concerns.

In the case of pupils with a visual impairment, they will be taught in mainstream classes with the support of the LA sensory team. There are currently two teaching groups for Deaf pupils, one for Foundation Learning and one for Key Stage Two, situated in acoustically treated classrooms which are part of the mainstream provision. Each class is appropriately resourced with specialist staff (2 QToDs and 2 TAs) and the necessary technology to meet the needs of the Deaf children. Inclusion of the children is an important aspect of the school's organisation.

For further information on individual amplification, please refer to Page 19 of the LSC Impact File.

QToDs work closely with external agencies (e.g. OT, SALT, EP, Deaf Education Team, Advisory teacher for ASD, CI team, Physio, Audiology)

Transition meetings are arranged between relevant parties/parents and professionals between pre-school (Sensory stay and play) and post KS2 (Visits to YBB).

Aims

- To provide a calm, friendly and nurturing environment providing equality of opportunities for all pupils.
- To provide a specialist teaching and learning environment for deaf pupils with Qualified Teachers of Deaf children (QToDs) who have a good knowledge of audiology, stages of language development and speech production.
- To provide access to small group and individual teaching.
- To ensure pupils have a personalised learning experience (differentiation)
- To provide a deaf peer group.
- To have high expectations for all deaf pupils.
- To seek to maximise opportunity, independence, participation and achievement for all deaf pupils.
- To maximise residual hearing and to support the pupils to positively manage their personal amplification systems.
- To offer a range of communication options and in consultation with parents to use mode that is most appropriate for the individual child.
- To cooperate effectively with outside agencies and other professionals involved with deaf children.
- To enable each child to access the language of the mainstream classroom and peers.
- To fully include pupils into all aspects of school life and to integrate/ include the deaf pupil in mainstream classroom activities when doing so provides an effective education for the individual child.
- To develop the child's confidence and self-esteem and to encourage individuals to positively engage in all learning experiences.
- To use the curriculum as a vehicle for language and literacy development.
- To provide meaningful interactions to develop the receptive and expressive language skills of the child.
- To enhance metalinguistic awareness.
- To employ a wide range of strategies for developing the reading skills of deaf children.
- To work effectively with mainstream staff to ensure that the child's needs are met.
- To monitor and evaluate the child's progress closely in all areas as a result of early childhood deafness.
- To use detailed assessments in listening, language and learning to inform future planning and individual programmes of work.
- To monitor the child's phonological development and work on speech intelligibility.
- To consider the physical environment and to provide specialist equipment and resources.
- To provide appropriate training for all staff working with deaf pupils and to update their skills and increase their knowledge of how to work with and support deaf pupils more effectively.
- To build strong parental partnerships and to keep parents fully informed all aspects of their child's development.
- To ensure smooth transition to the next phase of education.
- To develop social and emotional skills by positive and immediate feedback.
- To provide a friendly environment where deaf children, of different ages, feel safe and secure and happy to learn from each other.
- To contribute to forming an IDP with the LA and ensure outcomes are targeted.

Speech and Language Therapy

Onsite speech and language therapy provision is accessed by pupils who are eligible to receive direct input. This is dependent on pupil needs and decided by NHS Wales guidelines.

Amplification

For a detailed breakdown of amplification and audiological needs please refer to the Audiology Policy and Learning Support Centre Guidance document.

Mainstream monitoring

QToDs also oversee and monitor the mainstream deaf pupils in Catwg and link with class teachers, parents and the LA.

PCRs

PCRs are held as required/annually to create/amend IDPs. Parents and professionals involved with pupils are invited to contribute and attend. (Please see PCR paperwork example in the LSC Impact file-Page-22)

Assessment and Planning

The aim is to maintain purposeful and informative planning, assessment and record keeping.

All deaf pupils will, as far as possible, be fully assessed following the Assessment Policy of Catwg Primary School.

All deaf pupils will, as far as possible, participate fully in teacher assessments and statutory tests.

In addition, the LSC uses a range of informal and standardised assessments which are for monitoring and diagnostic purposes.

The following areas assessed are known to be challenging for deaf pupils:

- listening skills
- auditory memory
- receptive language
- expressive language
- speech articulation
- reading ability
- working memory
- written language skills
- spelling

(A breakdown of the specialist tests can be found in the LSC Impact file- Page 13).

Assessments are analysed and used to inform planning and writing of targets linked to IDP outcomes and where appropriate within the Speech and Language Therapy targets.

Audiology

Our children are actively encouraged to wear, use and maintain their hearing aids/ABIs and Cochlear Implants daily. We ensure that the children have the opportunity to develop the best use of their hearing in order to communicate and to support their learning and development.

(for further information, please see the Audiology Policy)

Provision Mapping

Catwg Primary School Foundation Learning LSC HI 2025-2026

CLASS	PROVISION/RESOURCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM/NO OF WEEKS TO RUN
7	Speech and Language Individual Programmes	Individual x6 pupils	2+ x sessions weekly by ToD / TA	Continuous
	In class support / mainstream	Individual / group	ToD / TA	Continuous
	Visual Phonics by Hand with Jolly Classrooms	Individual / paired/ grouped	30-45 mins daily ToD / TA	Continuous
	Sensory Circuits	6 pupils	4 x 20 mins > three times / week Teacher/TA	Continuous
	Smart Moves	4 pupils	1x Teacher/TA 1 x 20 mins weekly	
	Emotional Literacy / Wellbeing NDCS / real life scenarios	Individual	1x30 minute session. Weekly ToD	Continuous
	Bucket time Stage II	3 pupils	1x 15 mins / week	Continuous
	Atmospherics	2 pupils	1x 15 mins / week	Continuous

Catwg Primary School Key Stage Two LSC HI 2025-2026

CLASS	PROVISION/RESOU RCE	INDIVIDUAL/ GROUP	COST IN TIME (PER WEEK)	TERM/NO OF WEEKS TO RUN
Key Stage 2 HI	Speech and Language Individual Programmes	Individual-1 pupil 6 week block of face to face sessions 6 week block Resources and Targets followed up	30 mins sessions with SALT- weekly ToD/TA-Daily	Continuous 12 hours as written on statements
	Muti Sensory Spelling Individual spellings- NGRT patterns Jolly Phonics	KS2-Small group/individual	Daily ToD/TA	Continuous
	Visual Phonics by Hand	Foundation Phase and KS2 pupil Individual / groups	ToD / TA	Continuous
	Sensory Circuits Corridor Circuits	3 pupils 1 pupil	4 x 20 mins > three times / week Teacher/TA-Daily	Continuous
	Mainstream Integration for Numeracy/literacy Mainstream integration for other subjects Mainstream reverse inclusion for concept	1 pupil-Year 3 All pupils 1 pupil -Year 3	Two full mornings per week /TA Daily/when appropriate Weekly	Continuous Continuous
	Wellbeing Wednesday activities	KS2 pupils	1x 60 mins weekly	Continuous
	In class support	Individual/group	Daily -ToD / TA	Continuous
	Bucket time Stage II	3 pupils	1x 15 mins / week	Continuous
	Atmospherics	3 pupils	1x 15 mins / week	Continuous