

# ADDITIONAL LEARNING NEEDS (ALN) POLICY

Signed by chair of governors: Mr J.D Rugg  
Date ratified: (by full governing body) 05/02/2018  
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**February 2018**

*'Learning and Growing Together'*

*'Dysgu a Thyfu Gyda'n Gilydd'.*

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## **Additional Learning Needs (ALN) Policy**

If school or parents/carers have concerns about a child's progress there is a clear procedure that will be followed. This is set out in the 2002 Code of Practice (this is a government guidance document on the identification and assessment of special educational needs) and is called a staged model of assessment.

### **STATEMENT OF PRINCIPLES:**

At Ysgol Llanmiloe we value the abilities and achievements of all our pupils. The LEA and this school believe "that all pupils have a right to an education that offers equal opportunities for all, taking account of differences". We are committed to offering an inclusive curriculum by discovering and providing the best learning conditions for each pupil, through differentiation and varied teaching styles, according to individual need promoting development understanding and social maturity alongside their peers wherever possible.

We will involve parents and children themselves in discussions about any difficulties and plan appropriate action with them, whether for short or long term. The specific involvement of parents, including their responsibilities is discussed in detail later in the policy.

The specific objectives of our ALN Policy are:

- To identify all pupils who may have additional learning needs either throughout, or at any time during, their years at Ysgol Llanmiloe and ensure that their needs are met.
- To ensure that children with additional learning needs and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's additional needs and provision and that there is effective communication between parents and school. We want to work cooperatively with parents and will invite all parents to attend review meetings.
- To ensure that learners express their views and are fully involved in decisions, which affect their education.
- To promote effective partnership and include outside agencies when appropriate.

At Ysgol Llanmiloe, in helping children with additional needs, we shall stress their positive abilities and achievements and build upon them.

The success of the school's ALN policy will be judged against the objectives set out above. Additional Learning Provisions (ALPs) will be considered to be effective when targets set for individual pupils have been achieved.

## **THE ROLE OF THE GOVERNING BODY**

The school Governing Body has important statutory duties towards pupils with special educational needs.

- Through the school's self-evaluation procedures' Governors monitor effectiveness of the school's ALN policy and provision.
- The Governing Body will ensure that it makes appropriate additional learning provision for all pupils identified as in need of it.
- A member of the Governing Body, Mrs Carrie Comey, has a specific role for ALN but all Governors will have an up-to-date knowledge of and responsibility for the school's ALN provision.
- The Governing Body agrees with the LA admissions criteria, which do not discriminate against pupils with additional learning needs or disabilities. Its admissions policy has due regard for the guidance in the Code of Practice
- Parents or carers of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place to ensure everyone involved feels reassured that the transition and settling into the school will be smooth.

## **THE ROLE OF THE HEADTEACHER**

The Head teacher, Jayne Phillips, has responsibility for:

- The day to day management of all aspects of the school's work including provision for pupils with ALN.
- Informing the Governing body
- The responsibilities of the ALN coordinator.

## **THE ROLE OF THE ALN-COORDINATOR –(ALNCo)**

The ALNCo Julianna Bransden, (assisted by Jayne Phillips) is responsible for:

- The day to day operation of the schools ALN policy
- Liaising with and advising other teachers and support Staff
- Coordinating provision for children with additional learning needs particularly through School Action and School Action Plus.
- Maintaining the schools ALN register and keeping accurate records on the school management system of all pupils with special educational needs.
- Supporting effective target setting through discussion with the pupil and their class teacher
- Support and promote a Person-Centred Approach
- Liaising with parents of children with additional learning needs.

- Liaising with external agencies, including the Educational Psychology Service and other support agencies such as the Health authority, Social Services and voluntary bodies.
- Giving specific help to children who have additional learning needs.
- Monitoring and evaluating ALN provision
- Liaising with other schools

### **THE ROLE OF TEACHING STAFF**

Teaching Staff have Responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum for individual children (differentiation).
- Working with the pupil and providing further help on a daily basis
- Planning and delivering a group / individualised programme. This may be to work towards targets after discussion with pupil, parents and ALNCo.
- Planning for and working with teaching assistants to ensure pupils work to their potential and receive guidance and support when needed.
- Evaluating data and assessments to complete the provision map.
- Use a Personal-Centred Approach and One Page Profiles for all pupils.

### **THE ROLE OF TEACHING ASSISTANTS**

Teaching assistants work in all classes as directed by the class teacher to support the learning of individuals or groups of pupils, particularly:

- Supporting pupils in achieving targets identified.
- Support a Person-Centred Approach and promote the use of One Page Profiles.
- Differentiating provision for groups of pupils as identified in school support strategies
- Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.
- Lead Provisions Teaching Assistant who works with targeted pupils providing 1-2-1 support in Literacy and Numeracy programmes.

### **IDENTIFYING PUPILS WHO HAVE ADDITIONAL NEEDS**

#### **Who has Additional Learning Needs?**

Children have additional learning needs if they have a learning difficulty, which calls for additional learning provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

- Have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

A difficulty may also be with speech, language and communication or behavioural, social or emotional. It may be long or short term and caused by external factors such as bereavement or home conditions that are causing upset.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

The school is committed to early identification of additional learning need and adopts graduated response to meeting additional learning need in line with the Code of Practice 2002. The earlier action is taken, the more responsive the child is likely to be and the more readily can provision be made. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

A range of evidence is collected through the usual assessment and monitoring arrangements (see the schools' assessment policy) The ALNCo undertakes and monitors the yearly assessments (NFER, AWRT, SWST, RWI, ChATT, Observations) and teacher assessments through INCERTS and TEACHER CENTRE working closely with all class teachers to identify any changes. All children progress at different rates, but if this suggests that the learner is not making the expected progress then the class teacher or ALNCo will inform the parents and together will decide whether additional and/or different provision is necessary.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy as identified by attainment levels in standardised tests.
- Evaluation and observation of progress in classroom activities as measured by teachers.
- Expressions of concern by parents that are reflected in learning outcomes.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

There is no need for pupils to be registered or identified as having additional learning needs unless the school is taking additional or different action. Pupils who have disabilities but no additional learning will be recorded on the school's medical register. Similarly, pupils who have English as an Additional Language will be included under the EAL code and register.

(Refer to 'Overview of Pupil Progress / Provision Triangle')

## **RECORD OF PROVISION**

Once a child has been identified as having an additional learning need, a personal file is opened and records are kept:

- Where necessary completion of individual assessments to provide diagnostic information about the child where required (DRA, CoPS, LASS, WRAT)
- Entry of the child's name onto the school register system Teacher Centre (identifying the areas of need)
- The ALN register is updated every term.
- A detailed assessment of ChATT and a copy of the One Page Profile and targets will be kept in the class ALN section of the ALN file.
- Provision/action that is additional to or different from that available to all will be recorded on the OPP or IDP (Target sheet). This will be written by the Class Teacher and overseen by the ALNCO but always in consultation with pupils and parents invited and given a copy. It may also involve consultation and advice from external agencies.
- Completion of the Provision Map

The targets will be SMART for the pupil and will detail:

- 3 to 4 short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be evaluated/reviewed
- outcomes of the targets
- success and /or exit criteria

(Exit criteria refers to targets having been met when further targets are no longer necessary as a pupil no longer requires intervention, which is additional to or different from other children).

Targets will focus on communication, literacy, maths, behaviour and social skills depending on the child's needs.

The targets must be SMART:

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

The targets and OPP will be reviewed ideally termly and at least every 6 months. Outcomes will be recorded. Children will participate fully in the review process according to their age and

abilities. Parents/carers will also be invited to participate in the target setting and review process.

New targets will be identified with strategies for achieving them. On an annual basis, there will be a formal review in which staff, parents and child will be invited to participate this is during the Autumn term during parents evening.

### **CHANGES TO THE SYSTEM**

As an authority, we have been involved in a Welsh Government Pilot Project that has been looking at these changes and helping to develop new ways of working that will eventually replace the current system of School Action, School Action Plus and Statementing.

Person-Centred Planning (PCP) underpins the new process. Person-Centred Thinking and Planning is not new, it just hasn't been used that much in education before. It is a way of making sure that the person at the centre of a plan is listened to and heard and that everyone is working together towards better outcomes for that person.

An IDP (Individual Development Plan) can be very simple or more complex depending on the needs of the child/young person. For those who require support at school with their learning or with behaviour for example a relatively simple plan would be put in place. The IDP would be developed by school staff with the child themselves as much as possible as well as with the help of parents or carers. The IDP could include targets for the child at school and at home if appropriate but is very much a joint effort with the child and parents being partners in the plan.

A 'One Page Profile' would also be part of the IDP. This is a very individual document that gives a 'snap shot' of the child. What people like and admire about them, what is important to them and how best to support them. It would include a photograph of the child if appropriate and would be developed by the child themselves as much as possible with the help of family, friends or people who know them well.

For some children, it may be that a One Page Profile would be enough and they may not need much more in terms of an IDP. Again, it is possible that for all children, developing a One Page Profile would be seen as good practice.

### **GRADUATED PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS**

Provision is 'educational provision, which is addition to, or otherwise different from, the education provision made for other children of the same age. This may include:

- Provision of specialist or adapted equipment of learning materials;
- Additional regular individual or small group support;
- Access to specialist support from other agencies

This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress. This provision will be identified and managed by the ALNCo but will be planned and delivered by teaching and support staff.

Prior to identification as having ALN a pupil will have had access Early Additional Learning Provisions, which may include:

- Targeted support by the class teacher within the classroom environment
- Access to school reinforcement or structured programmes such as RWI, ELKLAN, ChATT, Catch Up, Numicon, Talkabout and Lego Intervention.
- Additional home learning opportunities
- Reinforcement classes for Literacy and Numeracy.
- Support for pupils who have been identified as causing concern by parents or teachers (concern may be with learning communication, physical, behavioural or social difficulties).

Where a child fails to make adequate progress despite this then the school will consider further intervention and provisions and identify the pupil as having additional learning needs.

### **SCHOOL ACTION**

Will be initiated where pupils have not made adequate progress. They will be identified by the ALNCo or class teacher. The ALNCo will consult with the staff, parents and the pupil.

Following evaluation of the school's ALPs and assessment of the child, the ALNCo will identify provision from within the school's resources that are designed to meet the pupil's needs. Such additional learning provisions may include:

- In class support
- Additional planning of learning programmes
- Further differentiation
- Provision of different learning materials or specialist equipment
- Additional staff training
- Group work to support specific targets

The ALNCo will offer advice and support as necessary and will check that a record of action is started in respect of the child and that the appropriate information is collated.

Pupils who are requiring additional learning provision at a School Action level will have an action plan of targets prepared by the pupil and the class teacher. This action plan will be on the back of the pupil's One Page Profile, and includes a section that gives ideas for parents to help and parents are encouraged to be part of reviews and annotate. All parents are invited to

attend Parents consultations twice a year and review dates given for additional discussions over a week period on a further two occasions.

When the school has evidence that a child is making insufficient progress, despite support and additional learning provision at School Action, then the school will seek further advice and involvement of external support services.

These could include discussion with:

Local Authority:

Educational and Child Psychologist – Dr Paul Rees,  
Advisory Teacher for ALN – Steven Campbell  
Sensory Impairment Officer – Sally Durbridge,  
Advisory Teachers for:  
(a) Dyslexia - Viv Thomas  
(b) Speech, Language and Communication -Emma Griffiths  
(c) ASD -Emma Wheeler  
Behaviour Support -Karon Oliver  
Team Around the Family – Liz Barney  
ALN Family Support Workers- Kate Jones  
MEAS (EAL) + travellers - Rebecca Williams  
LAC (Looked After Children) Co-ordinator- Cressie Morgan

Health

Occupational Therapist  
Physiotherapist  
Speech and Language Therapist  
School Health Nurse – / Health Visitor – Kirsten Parry & Sandra Morris  
Community Paediatrician

Education and Children's Services:

Family Disability Team  
Childcare Team

Other Agencies/Organisations:

SNAP  
Disability Sports  
Barnardo's  
Autism Cymru  
Dyslexia Association

## SCHOOL ACTION PLUS

The range of support available at School Action Plus will be similar to that made at School Action *with* the on-going involvement and advice from outside agencies.

Individual Development Plans will be recorded as SA+ and professionals work together with the pupil and family to devise an Action Plan.

The Educational Psychologist will always be involved through termly discussions with the ALNCo and relevant staff, when necessary this will also involve discussion with parents to assess the whole situation and strategies to be put in place to help the pupil. Evidence that has been gathered at school action and school action plus will be discussed including:

- IEP /IDP / OPP / Provision Mapping
- Wellbeing / Behaviour diaries/assessments where appropriate
- Records of regular reviews and the appropriate outcomes
- The pupil's health including medical history where relevant
- National curriculum levels and Foundation Phase Outcomes
- Attainment in literacy and mathematics
- Educational assessments
- Involvement of any other professionals

## FORMAL ASSESSMENT

Following school interventions at SA / SA+ and following regular IDP reviews, if a pupil fails to make adequate progress and has demonstrated **significant** cause for concern, the school may decide to request a formal assessment. This information will be sent to the local authority for discussion at a panel meeting consisting of representatives of educational professionals e.g. head teachers, educational psychologists, advisory teachers, specialist teachers, learning support officers and leading professionals representing the authority. This **may** lead to more advice being required from school or other professionals or the child being awarded a Statement of Additional Learning Needs or a note in lieu (temporary funds to be reviewed annually). For children who have statements of ALN, in addition to the review of IDPs their progress and the support outlined in their statement will be formally reviewed annually and a report provided for the Local Education Authority.

In order to meet the needs of pupils, information will be collated and diagnostic assessments carried out to determine what is the primary need of a child:

Specific Learning Difficulty (SpLD) Dyslexia\*\*see Local Authority Guidance

Carmarthenshire has, therefore, adopted the definition established by a working party of the Division of Educational and Child Psychology of The British Psychological Society. (BPS) This provides a foundation from which to explore the literacy difficulties of *all* pupils.

**“Dyslexia is evident when fluent and accurate word identification (reading) and/or spelling does not develop or does so very incompletely or with great difficulty.” (BPS 1999)**

and further:

**“...this definition focuses on literacy learning at the “word level”. It also implies that the problem is severe and persistent and has resisted usual teaching methods. As such it accords with the staged process of assessing through teaching introduced by the Code of Practice (DfEE, 1994)” (BPS1999)**

SpLD Dyscalculia

SpLD Dyspraxia

Behaviour, Emotional and Social Difficulties – Besd

Attention Deficit Hyperactivity Disorder – ADHD

Attention Deficit Disorder - ADD

Autistic Spectrum Disorders – ASD

Speech, Language and Communication Difficulties – SLCD

Moderate Learning Difficulties – MLD

Severe Learning Difficulties – SLD

Profound and Multiple Learning Difficulties - PMLD

Hearing Impairment – HI

Visual Impairment – VI

Multi-Sensory Impairment – MSI

Physical and/or Medical Difficulties PMED

## **PARTNERSHIP**

### Partnership with Parents

The school actively seeks to work with parents. Their knowledge, views and expertise are vital. Person Centred Planning involves collaboration with parents.

We aim to support parent partnership by:

- Ensuring positive attitudes towards parents
- Effective communication and sharing of information through letters and ICT
- Acknowledgement of parent's role as the first educator and now a partner in the education of their child
- Every pupil has a One Page Profile on which parents contribute and any other information is recorded during the autumn meeting. Further meetings are recorded within pupils ALN files and on Teacher Centre and/or on the IDP. IDP's are reviewed at least every 4 months. When it is necessary the class teacher, head teacher or ALNCo may invite a parent in at any time.

### Purposes for holding a meeting with Parents

- To express concern and form an action plan through a PCP approach which may result in an IDP
- To seek information
- To convey information
- To celebrate success
- To seek to establish parental participation in the child's learning

The parents of any pupil with either special educational needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the ALNCo.

Information is available to parents regarding:

- The schools ALN policy
- The support available for children within the school and the LEA
- Parents' rights to be involved in assessment and decision making
- Local and voluntary organisations which might provide information advice or counselling
- Services such as those provided by the Local Authority for children in need

## Involving the Child

The School acknowledges that the effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child. Every effort is made to identify the views and understanding of the child. Children are more likely to respond positively if they are given some personal responsibility. We aim to develop their participation through a Person-Centred Approach by:

- Listening to and valuing their views
- Involving pupils in Review Meetings to discuss progress and future provision
- Involving pupils in discussing how they feel, What is important to, for, what is working. Not working, What they are doing now and where to go next.
- Recording their views as part of any review procedure

Some children with additional learning needs have little self-confidence and low self-esteem. By involving the child in tracking their own progress within a programme designed to meet their particular learning or behavioural difficulty (as recorded in the OPP) through achievable targets, we aim to increase self-confidence and improve self-image.

## Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support based on the needs of the pupil.

### Other Schools:

- When pupils move to another school their ALN records will be transferred to the next school that will then be responsible for continuing the assessments reviews and provision.
- The ALNCo meets termly with other ALNcos and the Educational Psychologist. Care is taken with the transfer between each class / school to ensure a smooth transition especially for children who have ALN.

## **External Support Services**

*Please Note: Parental permission must be obtained before any outside agency can work with a child in school or before any medical or social or other information can be obtained or divulged to any outside agency.*

- These play an important part in helping the school identify, assess and make provision for pupils with additional learning needs. The school receives continuing support from the Local authority, the Educational Psychology Service and the school health nurse.
- The school nurse attends school on a regular basis for PCP/IDP meetings, health checks on school entry and check-ups throughout the pupil's years in school. Any requests for additional checks on hearing or eyesight are always responded to. Occupational and physiotherapists sometimes work with individual children in school. We also liaise closely with speech therapists, Education Welfare, CAMHS, social services, parent partnership services. Multi-agency liaison meetings (PCP/TAF/IDP) are organised by and held in school to ensure effective collaboration in identifying and making provision for vulnerable pupils.

## **MONITORING AND EVALUATION**

As part of their evaluation of school effectiveness the ALNCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with ALN. Success factors will include:

- Early identification of pupils with ALN
- Pupil's views and opinions are taken into account
- The school and parents' work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-agency working
- Provision Mapping and DATA
- That statement of Special Educational Need and Individual Educational programmes are regularly reviewed.

The criteria that will be used in evaluating effectiveness will include:

- Reports by Inspectors or others offering external moderation
- Review of School Improvement Plan / DATA Analysis
- Annual review feedback from parents
- Individual pupil's attainment of the targets, included in IDPs
- Annual tests/assessment
- National Curriculum levels / Foundation Phase Outcomes

- Achievement in standardised assessments
- Provision for additional learning needs pupils leaving the school
- Number of ALN pupils receiving fixed and permanent exclusions.

As part of the school development process the ALNCo will identify priority targets annually for inclusion in the SDP.

## **FUNDING**

The school is funded to meet the needs of all pupils through the core budget but is additionally funded to support provision for ALN through

- Deprivation and underachievement factors based on the number of pupils receiving free school meals and those underachieving on entry - PDG
- Collaboration with Cluster schools to identify need - EIG
- Application to Local Authority Inclusion Panel to request fund to meet individual needs- SAPA
- Funding for specific pupils to meet assessed needs (Statement of Educational Need).

## **COMPLAINTS**

Arrangements for considering complaints:

As a school, we have to try to meet the needs of all our pupils, while parents are concerned with their own child. This may lead to conflict or misunderstanding. It is best if concerns are sorted out as soon as they occur.

You can do this by:

- Ask for a meeting with your child's class teacher and/or the ALNCo. You do not have to wait for Parents Evening or Review Meetings
- If you are still dissatisfied you should contact the Head teacher Jayne Phillips
- A formal complaint concerning additional needs may be registered with: Mrs Carrie Comey School Governor for ALN
- Chair of Governors- Mr J Rugg (These can be sent to the school administration Officer/Clerk to the Governing Body –Mrs Irene Davies who will pass them to the relevant Governor)
- The Local Authority Inclusion Department -
- Family Support Officer Miss Kate Jones 01267234567
- SNAP may also be helpful. They offer independent support and advice and a mediation service. Leaflets explaining their services are available in school. They can also be contacted on 0845 1203730

Signed Chair of Governing Body: \_\_\_\_\_

Date: \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signed ALNCo: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix 1 -Glossary of terms:**

ALN – Additional Learning Needs

ALNCo – Additional Learning Needs Coordinator (Teacher who is responsible for coordinating the ALN within the school.

LA – Local Authority (Carmarthenshire County Council – Inclusion)

OPP - One Page Profile

NFER – (Standardised Mathematical assessment used to provide information to determine mathematical ability and track annual results)

AWRT – All Wales Reading Test (Standardised reading Assessment used throughout Carmarthenshire schools to determine children’s ability and track their development)

SWST – Single Word Spelling Test (Spelling assessment completed annually to assess spelling progress)

IDP – Individual Development Plan- An Individual Development Plan (IDP) is a plan created and agreed by those people most closely involved with supporting a child or young person including parents/carers.

PCR – Person Centred Review

TAF – Team Around the Family

### **Links to Other Policies:**

Accessibility Plan (how site and curriculum is modified to meet need)

Disability Equality Scheme (how school manages optimum access to all areas of school life for pupils, adults, visitors etc.)

Behaviour Policy

Curriculum Policy

Medical Care Plan - Health Care Needs Policy

Manual Handling Plan

Safeguarding