

Definition of ALN

Associated documents
<p>ALNET Act (2018)</p> <p>Equality Act (2010)</p> <p>Additional Learning Needs Code for Wales (2021)</p> <p>Local Authority ALN Strategy</p> <p>Welsh Government Implementation Guidance (2021)</p> <p>SEN Code of Practice Wales (2004)</p> <p>N.B.ALN will be referenced in other school policy documents as appropriate including, Learning and Teaching, ARR</p>
Definition of additional learning needs (ALN)

Additional Learning Needs

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age 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 (c. 15) 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 schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Definition of additional learning provision (ALP)

Additional Learning Provision

- (1) “Additional learning provision” for a person aged three or over means *educational or training provision that is additional to, or different from, that made generally for others of the same age in—*
- (a) mainstream maintained schools in Wales,
 - (b) mainstream institutions in the further education sector in Wales,
 - (c) places in Wales at which nursery education is provided.
- (2) “Additional learning provision” for a child aged under three means educational provision of any kind.
- (3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

Aims

Bedwas Infant School prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. A criterion of the school’s success

will be its ability to meet a wide and varied range of learning needs. The school also recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

Bedwas Infant School is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs:

- ★ Pupils with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- ★ To provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- ★ To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process.
- ★ To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs. The school will maximise present best practice and policies to meet need.
- ★ Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.

Roles and Responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil (see appendix iv).

The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

Class Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.

- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Deputy ALNCo / Lead for the SRB and Director of Learning where appropriate).
- Contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team/ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Subject Co-ordinator/Leader

- Ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- Ensure reasonable adjustments as part of universal plus provision are in place across the Subject Area.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty / subject area.
- Review the attainment of pupils and alert the Form Tutor and Director of Learning of any concerns about a pupil's progress.
- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Deputy ALNCo / Lead for the SRB as relevant).
- Co-ordinate targeted intervention for pupils with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Inclusion Team as required.

Whole School Skill Co-ordinators / Pastoral Support Team

- Identify, assess, and monitor the progress of all pupils.
- Liaise with teaching staff on pupil provision and progress.
- Oversee records of all pupils in their Year Group and liaise with the ALNCo/Inclusion Team to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs / Statements of SEN.
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.

- Work alongside the class teacher in ensuring that the day to day provision of pupils' learning needs are met.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Governing Body

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities, including:

- To be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.
- Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.
- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date.

- Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.
- Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN. Scrutinise ALN register and provision map.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCOs key responsibilities are outlined and monitor how effectively they are carried out
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Ensure pupil's voice is heard e.g. Observe pupils working in the classroom, speak to groups of pupils.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date. Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo/ Inclusion Team regularly to ask searching questions about SEND provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN pupils.

Support Agencies

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles.

They may, if necessary, to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Implementation of the ALN Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively

From September 2021, ALN legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision

From January 2022, those pupils in Year 1, 3, 5, 7 and 10 will be transferring to the new system

All other pupils with an already identified need will remain on the current SEN system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at ... School.

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALNCo and outside agencies
- ★ behaviour / relationship logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on pupils that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Levels of Support/Provision Mapping

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to

then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. (Person centred planning)

Bedwas Infant School's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support.

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil achieving
- The majority of pupils will be able to study the full curriculum using only the aids which they use as part of their daily life
- A minority of pupils will be provided with access to specialist equipment and different approaches to learning

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Pupils requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems, and the Pastoral System.

The level of support:

Specific Additional Learning Provision

The needs of a pupil are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff.

For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024

In all cases of a Statement of SEN or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

Targeted Intervention

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

Universal Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

For all pupils with identified additional learning needs, One Page Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / Deputy ALNCo / Lead for the SRB. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the Inclusion Team/ALNCo

The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of pupil tracking data and test results
- ★ value added data
- ★ monitoring of procedures and practice by the Senior Leadership Team

- ★ reviewing target sheets and IDP outcomes
- ★ school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- ★ Review of delegated spend
- ★ ALNCO annual report to Governors
- ★ Effectiveness of the school provision map
- ★ the Additional Learning Needs moderation process
- ★ Year Group Learning Reviews
- ★ School Development Plan/Inclusion Area Action Plan

This policy was approved by the Governors. This policy will be reviewed annually

Appendices

Appendix i – One Page Profile

Copy of sample One Page Profile - One Page Profiles are created through person centred approaches for all pupils with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

Appendix ii – Support Structures

Overview of the areas of the Provision Map:

Meanings of each stage – specific, targeted, and universal

Copy of school Provision Map

Appendix iii– Other Vulnerable Groups identified by Estyn as “particular groups who may be subject to underachievement”

N.B. clarity of other needs not identified as ALN

- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma, and Traveller learners



- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse, or neglect
- Healthcare-individual health care plans, and register

Appendix iv ALNCo report to governors

