

Aberdare Community School Ysgol Gymunedol Aberdâr



ALN Policy

Date Adopted	29 th March 2023
Signature of Headteacher	<i>Lucretia Morgan</i>
Signature of Chair of Governors	<i>Mama</i>
Date to be reviewed	March 2024

1. Introduction

- 1.1 This policy recognises the duty upon Aberdare Community School (ACS) to have due regard to The Additional Learning Needs Code for Wales 2021.
- 1.2 This policy fully adopts the central recommendation of the new ALN Code for Wales: to place the learners' views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and achieve their full potential.
- 1.3 This policy recognises that for the vast majority of learners, it is the actions taken by their subject teachers in classroom settings that are the key to helping them progress, as well as raising their achievements.
- 1.4 This policy provides information as to how staff at ACS can respond to learners' additional learning needs and how they can decide on appropriate forms of action.

2. The Aims of the Policy

- 2.1 At ACS, additional needs are considered within a whole school perspective.
- 2.2 The aims of this policy are to assist pupils with ALN overcome barriers to learning and achieve this goal by:
 - Creating a learning environment that is fully responsive to the additional learning needs of each learner
 - Ensuring that the additional learning needs of our pupils are identified, assessed and that appropriate provision is made
 - Making clear the expectation of all partners in the process
 - Identify roles and responsibilities of staff in providing for learners' additional learning needs
 - Enabling all learners to have full access to all elements of the school curriculum

3. The aims of the Policy — Fundamental Principles

The underlying principles for the implementation of this policy are shaped by the detailed guidance in the Additional Learning Needs Code for Wales 2021:

3.1 The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

3.2. The principles underpinning the ALN system are:

(a) A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.

(b) Early identification, intervention and prevention where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.

(c) Collaboration and integration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

(d) Inclusive education where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.

(e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

4. Children with Additional Learning Needs at Aberdare Community School

The Additional Learning Need Act for Wales 2021 defines ALN as:

4.1

- (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 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.*

4.2 Definition of Additional Learning Provision (ALP) (ALN ACT for Wales 2021)

“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, or*
 - (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) In subsection (1), “nursery education” means education*

suitable for a child who has attained the age of three but is under compulsory school age.

4.3 The ALN Act for Wales 2021 recognises four main areas of need:

- (a) Communication and interaction;
- (b) Cognition and learning;
- (c) Behaviour, emotional and social development;
- (d) Sensory and/ or physical.

Communication and interaction

Some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

Cognition and learning

Some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

Behaviour, emotional and social development

Some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have underdeveloped social skills; or present challenging behaviours.

Sensory and / or physical needs

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary.

Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

5 Identifying ALN and deciding upon the ALP required

5.1 Gathering evidence

Identifying whether a child or young person may have ALN and the subsequent decision as to whether the person has ALN requires evidence.

At ACS this evidence might come from school staff, transition information from primary school or other services which have been involved with the child or young person. It might also come from the child's parents or the child themselves. Where the child or young person has an identified disability for the purposes of the Equality Act 2010, the evidence gathered will relate to whether that disability prevents or hinders the child or young person from making use of facilities for education of a kind generally provided for others of the same age at ACS. This evidence is likely to be provided in the form of advice from specialist services.

5.2 For those children and young people who do not have an identified disability, in the first instance, observing and assessing their progress will provide information about areas where they are not progressing satisfactorily.

5.3 At ACS a number of different sources of evidence will be used to measure learner's progress (in terms of attainment, and other areas, for instance where a learner needs to develop wider social or emotional behaviours).

These include, but are not limited to:

- standardised screening or assessment tools
- observational data
- the quality of their work
- developmental checklists
- assessment through intervention;
- assessments from other agencies, such as health bodies;

5.4 Information gained, during transition meetings is fed back to staff via the ALNCo for use within the curriculum.

5.5 It is intended that the information acquired from these arrangements will help the school to build upon the pattern of learning and experience established during the child's primary years and to help shape the curriculum and pastoral planning within new education settings as part of a smooth and successful transition for all pupils.

5.6 For learners who arrive at ACS who are known to have additional learning needs, every effort is made to:

- use information from the learner's primary school to provide starting points for the development of appropriate curriculum experiences for each learner.
- identify and focus attention on learners' skills and highlight areas for early action to support the pupil within the class.
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents.

5.7 At ACS when examining the evidence gathered we will consider whether the evidence points to other underlying needs and not ALN and if so, whether there are other ways to support the child or young person's needs and other services which need to be involved in the child or young person's life such as an educational psychologist, education welfare services, social services or health bodies. Many factors can contribute to poor academic performance or inadequate progress. These can include poor attendance records, not having adequate learning

opportunities, frequent moves or changes to teaching staff or the learning environment or wider social and family challenges. Although these factors could be present where a learner has ALN and might even contribute towards ALN, they do not necessarily mean that the child or young person has ALN

5.8 It is intended that the school's identification and assessment procedures will lead to equitable decision in terms of provision; ensuring that pupils receive the provision they need and that the resources of ACS are used effectively and efficiently.

5.9 Refer to the Process Map which outlines the statutory time scale for responding to the consideration and identification of a child's possible ALN.

6. Provision to meet ALN

6.1 At ACS we aim to meet the learning needs of all children through high quality teaching and learning provision. **Our Universal Provision includes:**

- whole class teaching
- effective differentiation of curriculum
- collaborative group work
- individual and small group interventions
- Access / support from named adults such as pastoral support, learning coaches, YEPS
- appropriate and reasonable adjustments to enable access to the school environment and curriculum

6.2 Where progress continues to be less than expected and the application of differentiated teaching or standard targeted interventions have failed to address the attainment gap between the pupil and their peers, ACS recognises that this can indicate to the school, that the child or young person may have ALN.

7. Additional Learning Provision (ALP)

Additional Learning Provision at ACS is an enhancement of what is available at a universal level. It is the constancy, intensity and duration of the provision needed that will qualify it as an ALP.

8. Roles and Responsibilities

8.1 A Whole School Responsibility

At ACS provision for pupils with ALN is viewed as a matter for the school as a whole. Consequently, all members of staff have important responsibilities. At ACS all teachers are teachers of pupils with ALN and will respond to individual learner needs in the following ways:

- By providing support for learners who need help with communication, language and literacy and numeracy skills

- By planning for learners' full participation in learning and in physical and practical activities
- By ensuring that informal as well as formal opportunities for learners to demonstrate their knowledge, skills and abilities are maximised through the school's curriculum
- By involving learners in planning and agreeing targets to meet their needs
- By involving parents in developing a joint learning approach between home and school

8.2 The Role of the ALNCO.

The Additional Learning Needs Acts for Wales 2021 states that the role of ALNCO is statutory whose duties include:

- The ALNCO is the individual who at a strategic level ensures the needs of all learners with ALN.
- The ALNCO will be involved in the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff.
- The ALNCO will be actively involved in decisions around budgets and resources to help plan appropriate provision.
- The ALNCO will not be expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of class teachers, however learning support staff will aid the ALNCO in ensuring that teachers are supported and the needs of all learners are met.
- The ALNCO will not be required to develop every IDP – but they have overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP.
- The ALNCOs will identify a pupil or student's ALN and co-ordinate the making of ALP that meets those needs.
- The ALNCOs will secure relevant services that will support a learner's ALP as required. Some learners with ALN will need the support of external agencies and professionals. It will be the responsibility of the ALNCO to liaise with these specialist services and when there is agreement to provide such services, ensure that these are secured.
- The ALNCOs will keep records of decisions about ALN and IDPs.
- ALNCOs will promote a pupil or student's inclusion in the school and access to the curriculum, facilities and extracurricular activities.

- The ALNCo will have regard to the views, wishes and feelings of the child, the child's parent or the young person.
- The ALNCo will monitor the effectiveness of any ALP, through tracking and monitoring the progress of learners identified as ALN. Where progress is not meeting expectations, interventions should be reviewed by the ALNCo and staff and adjusted accordingly.
- ALNCoS will advise teachers at the school about differentiated teaching methods appropriate for individual learners with ALN.
- ALNCoS will supervise and arrange for the training of learning support workers who work with learners with ALN.
- ALNCoS will contribute to in-service training for teachers at the school

9 Involving and supporting pupils and their parents

9.1 At ACS we recognise and uphold the Additional Learning Need Act for Wales 2021 statutory guidance on involving and supporting our pupils and their parents in that we will:

- (a) seek the child, their parent or young person's views on how they wish to participate in the decisions ahead of those decisions being made;*
- (b) provide information relevant to the decision to the child, their parent or young person in a way which enables that child, their parent or young person to understand it;*
- (c) encourage the child, their parent or young person to participate fully in the process;*
- (d) use the child, their parent or young person's views to inform the decisions;*
- (e) ensure the child, their parent or young person has access to information and advice about ALN and the ALN system*

9.2 The ALNCo will ensure that the principles and tools for effective person centred planning are adopted when seeking the views of pupils and parents via resources such as but not limited to:

Good Day / Bad Day

What is working / not working

Relationships circles

4 plus 1 tool

Effective one page profiles

9.3 Parents are included in early transition meetings in year 6 which are hosted by the partner primary school.

- Information regarding the availability of additional provision for individual pupils is communicated to parents.
- Parents and pupils are invited to person centred annual reviews of the IDP / Statement
- Any parents who request an additional review at any other time are supported in their requests as far as possible.
- Where external support is requested, parents are asked for their permission, as well as invited into school to attend meetings with any representatives from outside agencies.

10 Working in Partnership With Other Agencies

10.1 ACS recognises that the partnership with other agencies who are involved in the life of the school and who aim to support pupils and staff is more likely to be most effective when:

- it is part of a broad network which works together whenever possible
- creates opportunities to respond to difficulties as early as possible to tackle these difficulties and
- responds in a flexible way in the context of individual needs.

10.2 The involvement of other agencies is not viewed as a single event, rather as part of a process which builds on the cycle of planning, teaching and evaluation for all pupils.

10.3 It is recognised that individual learners may well have needs which span two or more of the agencies involved. In such instances a 'full picture' of the nature and extent of the learners' needs is important to all involved; all relevant agencies are invited, to contribute towards provision of support.

10.4 Every effort is made to fully involve the parents and the learners themselves taking full account of their views and information provided and encouraging and valuing such contribution in any meetings arranged.

10.5 In working with other agencies there is a clear focus on achievement, on the need to provide all involved - learners, parents and teachers - with support and advice to enable them to work effectively with the learners.

10.6 To ensure a clear focus for any work to be undertaken all involved need to be clear on what the difficulties are, what the expected outcomes of the intervention will be and which strategies need to be implemented by all parties involved to achieve that outcome. The action taken is then reviewed to consider further action if necessary.

10.7 It is essential to ensure that the learners who most need the support, have access to this support.

10.8 Our partnership with other agencies is focused around the provision of this extra support and is available through a very wide range of services which include:

- close links with partner primary schools.
- The Careers Education Service.
- The Attendance Welfare Officer who has close links with pupils, staff and families, as well as being a link with partner primary schools and Social Services.
- Educational Psychology Service (EPS).
- Behavioural Support Service.
- Learning Support Service
- Speech and Language Service
- Children Looked After

10.9 Further to this there is the work of Behavioural Support Service through Educational Otherwise Than At School (EOTAS) i.e. the Pupil Referral Unit at Key Stage 3 and 4 and The Home Tuition Service.

10.10 Also available to pupils is the support for pupils with physical disabilities through access to Occupational Therapist, Speech Therapist, Physiotherapists, Child and Adolescent Mental Health Team and Community Paediatrician.

11 Monitoring and Evaluation

11.1 The ALNCo monitors the learners on the ALN register and the progress made as a consequence of ALP.

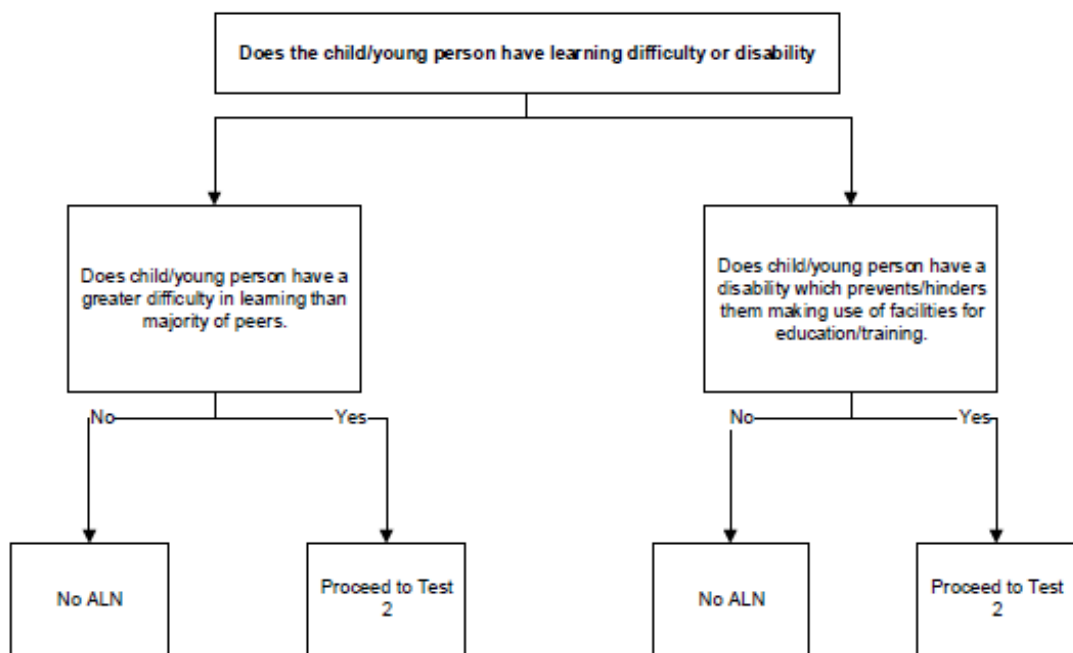
11.2 Information in terms of the extent to which ALP has been effective is gathered from the following sources:

- i) The outcomes recorded by teachers
- ii) The views of learners upon the progress that they have made in their subject areas
- iii) The views of parents acquired at the times of review in terms of
 - Progress made.
 - Provision generally.
 - Targets set.
- iv) information arising from departments and whole school reviews involving classroom observation

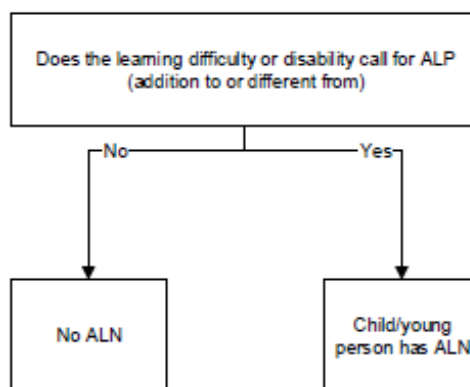
Appendix – Process Maps

Two Tasks as detailed in the ALN Code

Test 1



Test 2



Schools are required to undertake the following:

