ADDITIONAL LEARNING NEEDS POLICY

This Document is a statement of intent within Sealand Primary School. It was developed through a process of consultation with key stakeholders and in correspondence with the school's planning and review schedule.

This sets out a framework by which to work.

Approved On:	
Next Review:	
Signed:	

Working, Learning and Growing Together.

Sealand Primary School
Additional Learning Needs Policy

Statement of Intent
This policy is designed to outline the practices and procedures relating to all pupils in Sealand Primary School who have Additional Learning Needs.

Key documents relating to this policy are:
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales (2021)

This policy complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents: for example

- Equality Act 2010
- Safeguarding Policy
- Admissions Policy
- Behaviour Policy
- Attendance Policy
- Social Services and Wellbeing Act

Aims

The aim of Sealand Primary School is to foster a friendly and welcoming atmosphere to support the academic, cultural, physical and spiritual development of each child. We understand the various needs of all pupils and we recognise the unique dignity and potential of each child irrespective of their ability.

Introduction

At Sealand Primary School, we believe that all children should be respected and feel secure and happy in their education and learning environment. We aim to provide all children with knowledge, skills and opportunities so that they can develop self-discipline, respect the feelings of others and take responsibility for their actions and learning. However, we are aware that not all children learn at the same rate and in the same way, and that some have additional learning needs. We are committed to providing additional attention and support to these pupils so that they can develop and reach their full potential. This policy outlines how this is planned, organised and delivered.

Sealand Primary School's Ethos For children and young people with Additional Learning Needs:

- All children and young people are valued as individuals and their varying needs are dealt with sensitively and effectively.
- We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.
- We are committed to the successful inclusion of pupils with Additional Learning Needs (ALN).
- Within our school, every teacher is a teacher of all pupils, including those with ALN incorporating children and young people with social, emotional and mental health needs.
- We aim to promote and sustain a whole school approach to wellbeing, which gives recognition to the strong links between wellbeing and outcomes for our children and young people.
- Every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied

life experiences and particular needs.

- We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.
- We are committed to promoting and providing all children and young people with a person-centred education, paying attention to what is important to and what is important for them.
- We are committed to ensuring the rights of the child in accordance with the United Nations Convention on the Rights of the Child.

Definition of Additional Learning Needs

The definition of additional learning needs (ALN) is set in the Additional Learning Needs Code for Wales (2021) Wales, which defines ALN as the following;

(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.***

Additional Learning Provision (ALP) as defined in the Additional Learning Needs Code for Wales (2021) is;

(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, 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.

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

Objectives

Our objectives for pupils are:

- To have access to a full and broad curriculum irrespective of ability.
- To be literate and numerate.
- To use a wide range of communication skills.
- To have opportunities to work with a range of pupils and adults.

- To develop skills to enable them to access information.
- To develop appropriate behavioural skills and a sense of self-discipline.
- To develop a positive attitude towards themselves, their peers, the staff and the school as whole.
- To develop as independent learners and an awareness of learning styles

Our objectives for teaching and support staff are:

- To identify children with additional needs at a very early stage in order that appropriate action may be taken to ensure that their needs are met.
- To ensure that all staff are trained to identify and support pupils with additional learning needs.
- To be familiar with resources and technology that can support pupils with additional learning needs.
- To have access to other specialists from a variety of agencies for expert advice and diagnosis.
- To use a variety of teaching styles and learning opportunities to meet the needs of all pupils.
- To work closely with parents of all pupils, especially those with additional learning needs.
- To ensure good communication between all staff to ensure the most appropriate provision and support for pupils with additional learning needs.

Role and Responsibilities

Governors will ensure that:

- The necessary provision is made for any pupil with ALN;
- All staff are aware of the need to identify and provide for pupils with ALN;
- Pupils with ALN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- Parents/carers are notified if the school decides to make additional learning provision for their child; they are fully informed about ALN issues, so that they can play a major part in school self-review;
- Communication between the teacher, ALNCo and parents/carers is termly.
- The ALN Policy is subject to a yearly cycle of monitoring, evaluation and review led by Senior Leadership Team including the Link Governor and approval by the Full Governing Body.

Link Governor for Additional Learning Needs: Hayley Wilson

Head Teacher/ Senior Leadership Team

The ALNCo has a clear line of communication to the Head Teacher and Senior Leadership Team and supports them in their role. This will enable our school to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Additional Needs Co-ordinator (ALNCo)

The role of the ALNCo has been statutory since January 2021. As identified in Chapter 8 of the ALN Code (2021), the ALNCo is responsible for;

- Overseeing the day-to-day operation of the school's ALN policy;
- Co-ordinating the Additional Learning Provision (ALP) for pupils with additional learning needs; ensuring all learners who have ALN in our school have an Individual Development Plan (IDP);
- Identifying a pupil's ALN and co-ordinating the making of ALP that meets those needs;
- Identifying a designated person to co-ordinate the actions in order to make an ALN decision and, if an IDP is then required, to be responsible for preparing it; securing relevant services that will support a pupil' ALP as required;
- Keeping records of decisions about ALN and IDPs;
- Promoting a pupil's inclusion in our school community and access to the curriculum, facilities and extra-curricular activities, having regard to the views, wishes and feelings of the child and the child's parent;
- Monitoring the effectiveness of any ALP, review and adjust accordingly;

- Advising teachers about differentiated teaching methods appropriate for individual pupils with ALN;
- Supervising and arranging training of learning support workers who work with pupils with ALN; contributing to in-service training for teachers;
- Keeping up to date on the latest guidance, support and evidence of best practice available for ALN.

Other ALNCo responsibilities

In addition to the mandatory tasks above, ALNCo **should** also:

- Oversee the providing of documents, notifications, or information to a child or a child's parent
- Oversee the day-to-day operation of the education setting's arrangements for ALN;
- Oversee the ALP across the education setting to meet the needs identified within IDPs.
- Ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs;
- Ensure IDPs are developed and reviewed appropriately;
- Learners with an IDP are supported with their transition between education settings;
- Oversee the appropriate transfer of information between education settings about the learner's ALN and ALP;
- Liaise with exams officers and specialist teachers when seeking reasonable adjustments for examinations;
- Contribute to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
- Become a source of expertise on ALN by developing specialist skills and knowledge;
- Keep up-to-date on the latest guidance and support available for ALN;
- Enhance their own professional learning by liaising with the local network of ALNCos (which local authorities **should** consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice;
- Ensure the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date record in respect of ALN;
- Provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school/FEI tracking and supporting staff to manage good target setting;
- Ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
- Act as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.;
- Co-ordinate outside agency meetings
- Work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

Identification Procedures

Sealand Primary School has a policy of early intervention. Class teachers follow a graduated response. All children are continually monitored from their point of entry, which is usually in the Early Years, so that those with ALN are quickly identified and given appropriate support. Children who transfer to Sealand Primary School at a later stage are always assessed by their class teacher, and records are sought from their previous school. A child may be identified as requiring additional learning needs by the class teacher, parents, social services or medical services.

Organisation of Provision

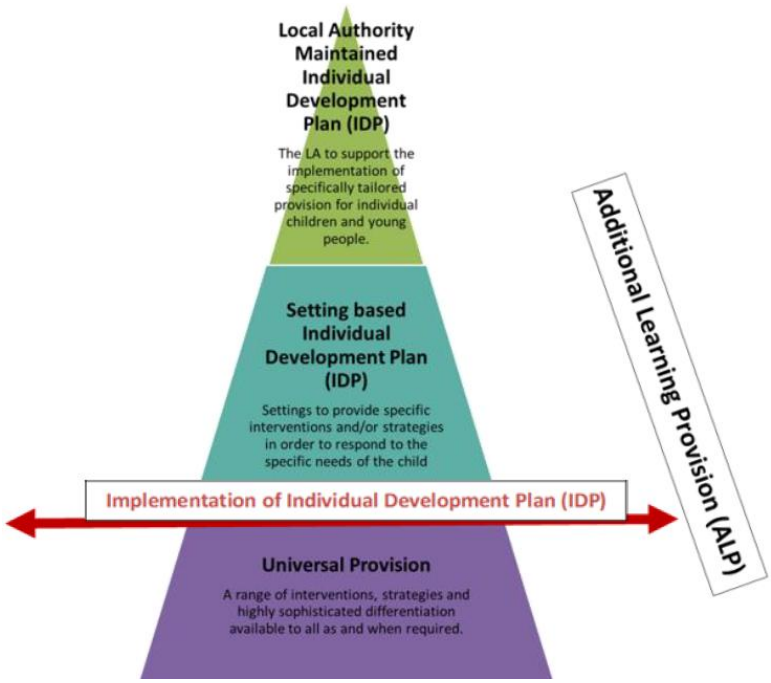
Class teachers are responsible for providing differentiated teaching and learning within the classroom, to ensure all pupils have maximum access to the curriculum and any physical or environmental aids that are required. This will be done in a variety of ways that may include modified

tasks, additional adult support, use of specific resources and extra time allocation, small group opportunities, 1-1 interventions. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum.

Some children may attend small group teaching groups for specific lessons or skills development. These provide an opportunity for focus on an area of learning at a level most helpful for the individuals. This may be for literacy, numeracy, emotional development or social communication skills development to name a few. They also provide a quieter and more focused learning environment for pupils to concentrate and encourage greater interaction between the child and the teacher and a focus on wellbeing. The child's feelings about these groups are crucial to their success. Most children who are in our small group provisions love being a part of them. A few children may require 1-1 adult support. For these children the school seeks advice and support from the LA to ensure the child is getting the very best support that is available for them.

We will discuss our thoughts with parents at the earliest opportunity, should any adult suggest that they feel a child has ALN. We have a timeline of 35 working days to follow in assessing and making a decision on whether a child has ALN or not. We work in partnership with parents to establish the strengths and areas of need for the child during this process. Identifying things that work well for the child and things that are not working well, from the child's, family and school perspective is vital to the information gathering process.

Provision is categorised in three different ways, Universal Provision, School based Individual Development Plans and Local Authority Maintained Individual Development Plans.



Universal Provision

We adopt a 'high quality teaching' approach. High quality teaching, differentiated for individual pupils, is available to all pupils who have or may not have ALN. Reasonable adjustments will be made to support our pupils.
The key characteristics of high-quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

There may be times where some of our pupils will require more support with their learning through a targeted approach. Where it is decided a pupil will have Universal Targeted Provision, we will talk

to the parents and their child. We will agree what intervention will be put in place, set small step targets, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child or guiding a TA in providing the appropriate interventions to support learning and progress. If a pupil continues to make progress accessing targeted provision this can continue as required. Pupil progress meetings are held termly to monitor and track the progress of all pupils.

School Based Individual Development Plans

If a pupil does not make progress according to the outcomes described over a sustained period of time the appropriate processes as documented in the statutory ALN Code will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated following a person-centred planning meeting. The child, the family, the school staff and any outside professionals in the child's life will all be encouraged to be equal contributors to the child's IDP. This meeting will inform future provision.

Local Authority Individual Development Plans

A few children will require the LA to maintain their IDP to ensure they get the educational placement and significant support they require.

Multi-Agency Working

Sealand Primary School encourages multi-agency working and values the services of other professionals to offer advice and assessments.

The school works with the NHS Trusts and Health Authority some of which includes the School Nurse/Doctor, Health visitors, CAMHS, CAMHS Inreach, Speech and Language Therapists, Physiotherapists and Clinical Psychologists and Occupational Therapists. We also work with some voluntary organisations who are often identified via the Early Help Hub or our own partnerships with Action For Children, SNAP Cymru, NEWCIS.

Within Education the school draws upon the services of the Advisory Teacher for Hearing Impaired, the Advisory Teacher for the Visually Impaired, the school's LA Inclusion Learning Advisors, the Educational Psychologist, Nurture Outreach Team, EAL (English as an Additional Language), Traveller Support Service, CLASS, Inclusion Welfare Officer and Social Services.

Admissions Policy

Please refer to the information contained in the school's Admissions Policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of ALN.

Assessment

When considering a child's additional educational needs, the following are considered as cause for concern:

- Parental concern and observation
- Teacher observations and concerns
- Performance in assessment — on entry assessment, spelling, maths and reading tests, CATS. - at a level below that of his /her peer group end of Key Stage Assessment
- Low curriculum performance against agreed indicators.

- Difficulties with literacy and numeracy
- Behavioural problems which affect learning.
- Medical concerns

Reviewing, Recording progress and Reporting to Parents

When children are identified as having additional learning needs their parents are always informed. School makes every effort to help these parents understand the nature of their child's difficulty, how they will be helped at school, and what they can do to support their child at home. The school has an 'open door' policy and encourages these parents to work in partnership with teachers to aid their child's development.

The effectiveness of the provision and interventions and their impact on the pupil's progress will be reviewed on an agreed date. Person centred reviews will be carried out in accordance with person centred processes through a collaboration, placing the child/young person and their family at the centre.
The class teacher or subject teacher, working with the ALNCo, will revise the provision in light of the child's progress. Outcomes created from the person-centred review will take account of the aspirations of the child/young person and their family. The child's IDP must be reviewed at least once a year through a Person-Centred Planning (PCP) meeting. If it is felt that the needs of the child or the provision is no longer appropriate an early PCP will be held.

Transfer to High School

Sealand Primary School has excellent communication links with all High Schools. Children in Year 6 with Additional Learning Needs are always discussed with the ALNCo of their new school during their last term before transfer, and all relevant information such as there IDPs, reading and spelling ages and any communication with outside agencies is passed on to support their transition to high school. Some children may be identified as requiring enhanced transitions, if this is the case Sealand will liaise closely with the child's family and the High school to develop an enhanced transition plan.

Dyslexia Friendly Schools Initiative

Sealand Primary School uses dyslexia friendly teaching strategies. Through early intervention pupils with dyslexic tendencies are identified and taught in the appropriate way.

Early Dispute Resolution

Initially an attempt will be made to resolve a dispute about **ALN provision** at school level. Parents who are dissatisfied with the school's provision for additional learnings needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should then make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, they should then contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. If dispute is regarding **ALN determination**, parents/ carers should follow the process stated within the determination letter.

Staff development

In order to maintain and develop the quality of teaching and provision to support the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and Pupil Progress meetings to plan appropriate professional development in relation to ALN.
The ALNCo ensures staff are informed of local and national developments in relation to ALN and

Inclusion.

Monitoring and Evaluating the Additional Learning Needs Policy

Sealand Primary School continuously reviews its Additional Learning Needs provision by: -

- Regular meetings between ALNCo and Class teacher to discuss pupils' progress, organisation and resources.
- Liaison with specialist teachers, EAL staff and class teachers to ensure close working relationships for the benefit of all children with ALN in the school.
- Regular contact with the Learning Support team through the twice-yearly Additional Needs Team Meetings.
- Development of positive partnerships with outside agencies.
- Regular meetings with the Educational Psychologist to discuss children's additional learning needs.
- Continual parental involvement in all aspects of ALN through parent evenings, informal meetings and planned meetings.
- Evaluating, recording and monitoring systems
- Reviewing the professional development needs of all staff.
- Specific and measurable Individual Education Plans for children with ALN which are regularly reviewed.
- Liaison between Additional Needs Governor and ALNCo.

A report on Additional Learning Needs is included in the annual report to the parents. The Governing Body has nominated an Additional Needs Governor to liaise closely with the ALNCo and staff to assist with the implementation of this ALN policy and to monitor the effectiveness of the provision for pupils with ALN within the school. Hayley Wilson is the current holder of this position.

ALN Policy Review Information

11.03.24 – Link ALN Govenor added. Additions to services school work with. CLASS and CAMHS Inreach