

SCHOOL POLICY DOCUMENT

Additional Learning Needs (ALN) Policy



Headteacher: Mr. T. Lewis

Reviewed, revised and approved in: June 2019

Additional Learning Needs (ALN) Policy

Introduction

This policy was written in line with articles 28 (Every child has the right to a good quality education) and 23 (Every child has the rights to special education and care if they have a disability) of the United Nations Convention on the Rights of the Child and the revised Code of Practice, and was reviewed in the Summer Term of 2017; taking consideration of changes in terminology and the forthcoming ALN Bill. Throughout this policy reference is made to the Register for Special Educational Needs (SEN) which is a section within the larger Additional Learning Needs Register.

It outlines the aims and beliefs for the learning and teaching of children with Additional Learning Needs (ALN) at Llanilltud Faerdref Primary School and will be reviewed and updated every two years.

Llanilltud Faerdref Primary School is an inclusive, nurturing school, where all children and staff are valued equally and where our similarities and differences are recognised and celebrated. Every child - regardless of race, religion, age, gender or disability has access a broad, balanced and relevant curriculum at a level appropriate to their individual needs. At Llanilltud Faerdref Primary we strive to provide an environment free from discrimination and prejudice, where our pupils can flourish and reach their full potential.

Aims

This policy outlines our approach towards meeting the Additional Learning Needs of our pupils and aims to ensure that all pupils are given the support, guidance and resources to enable them to achieve their potential. The aims and objectives of this policy are:

- to create an environment that meets the educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

What are Additional Learning Needs (ALN)?

As a school, we are aware that some pupils may have difficulty reaching their potential. Children may have 'Additional Learning Needs' that prevent them from fully accessing the curriculum.

Children with Additional Learning Needs (ALN) include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Looked After Children (LAC)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

1.Children with Special Educational Needs (SEN)

A child has Special Educational Needs (SEN) if he/she has a learning difficulty which requires special educational provision to be made. A child is said to have a learning difficulty if he or she has a significantly greater difficulty than the majority of pupils of the same age or has a disability which prevents or hinders them from making best use of the facilities normally available to pupils within the area. At Llanilltud Faerdref primary School we identify six areas of difficulty:

- Learning;
- Sensory impairment- visual;
- Sensory impairment- hearing;
- Physical;
- Medical;
- Speech, language and communication;
- Behavioural, Emotional and Social Difficulties (BESD).

Early Identification

The earlier a child's educational needs are identified, assessed and action is taken, the more successful the outcome is likely to be. To assist in the early identification of children with special educational needs the school makes use of a variety of appropriate assessments.

At Llanilltud Faerdref Primary School the following procedure is followed:

- Parents/carers informed of the initial concern at the earliest opportunity.
- Class teacher to consult ALNCO and monitor a child's progress over a period of time and provide a range of intervention strategies within class.

If at the end of the set period of time it is felt that appropriate progress is not being made and further intervention is required then the child will be placed on the SEN Register.

However, this procedure can and is adapted to meet the individual needs of a child. If it is deemed appropriate and in the child's best interests, they can be placed straight onto on the Register for Special Educational Needs at any time.

Pupils are placed on the Special Needs Register at one of the following stages:

School Action/Early Years Action – When a pupil requires intervention that is additional to or different from the majority of pupils and the school's usual differentiation. Use is made of available classroom and school resources. (IE/DP's and reviews required)

School Action Plus/Early Years Action Plus -When a pupil receives specialist provision from external agencies e.g. Behaviour Support Service, CAMHS, SALT. (IE/DP's and reviews required)

Statutory Assessment and Statement of Education - following statutory assessment made by the LA

Individual Education/Development Plans (IE/DP's)

Children at School Action / Early Years Action, School Action Plus / Early Years Action Plus and Statemented children are supported by Individual education/Development Plans.

IE/DP's are written 3 times a year and consist of 2/3 SMART targets. Where appropriate, pupils are made aware of their individual targets and involved in the writing process.

Exceptions - If a child is placed on the SEN register for support received outside of school and no other concerns or difficulties are evident e.g. Armed Forces support, an IE/DP may not be written.

Reviews

School Action – 3 times a year involving ALNCO, Class Teacher, relevant LSA and Parent/Carer. (Link governor will also be invited)

School Action Plus – 3 times a year involving ALNCO, Class Teacher, relevant LSA and Parent/Carer. (Link governor will also be invited)

Additional outside agents (eg. Ed. Psych, School Nurse, etc.) may be invited if deemed necessary.

Reviews for children with medical conditions requiring ALN will occur annually where provisions are ongoing, although additional reviews may be added if circumstances change or if any party involved feels it is necessary.

IEP's & Reviews

IEP Number	Date written	Date Reviewed
1	Autumn I	Autumn II
2	Autumn II	Spring II
3	Spring II	Summer II

Reviewing procedures for Statement of Educations

Reviews of Statements of SEN take place annually and involve Parents/Carers and professionals involved with the Statemented pupil.

2. More Able, Most Able and Talented children

In Wales, the term More Able and Talented is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils.

At Llanilltud Faerdref Primary School' More Able' children is the term used to refer to those who demonstrate a higher ability than average for the class and who may require differentiated tasks and opportunities.

The term 'Most Able' children is used to refer to children who are working at a significant level above the majority of children in the class and who sometimes require additional and different provision.

Identification and monitoring procedures of MAT Pupils

The identification of 'Most Able' children is informed by assessment, observation and discussion; those identified as 'Most Able' are identified on the MAT register.

Children who are identified as having a "talent" eg in the area of sport, music, art etc. are also included on the register and their talents are encouraged and achievements shared and celebrated in a variety of ways, eg. in our weekly Celebration Assemblies.

3. Children who are Looked After (CLA)

Children who are "Looked After" (CLA) (eg. children who are in Foster Care), are named on a register which is kept by the Head teacher who attends regular multi-agency meetings to discuss their progress. A 'PEP' (Personalised Education Plan) is completed, regardless of whether the child also has an Additional Educational Need.

4. Children with English as an Additional Language (EAL) and 5.Travellers, refugees

Children who are identified on the EAL register as having an Additional Educational Need in respect to English being an additional language for them, or who are travellers or refugees, are supported by Access and Inclusion (LA) and outside agency advice would be sought.

6. Young Carers

Children who are fulfilling the role of Young Carer within their home setting will be fully supported in accessing the learning curriculum and we will liaise with outside agencies as necessary.

ALN arrangements at Llanilltud Faerdref Primary School

The Additional Learning Needs Co-Ordinator (ALNCO) at Llanilltud Faerdref Primary School is Mr Leighton Wyatt who is responsible for: -

- managing the day-to-day operation of the policy;
- co-ordinating the provision for pupils with ALN;
- supporting and advising colleagues;
- overseeing the records of children with special educational needs ;
- acting as the link with parents and carers;
- acting as the link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision,
- managing a range of resources to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of staff.

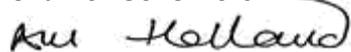
The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Mrs Anne Davies is the identified ALN Governor.

This policy is to be reviewed in two years or earlier should it be requested.

Signed:

Chair of Governors



Signed:

Headteacher

