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*'Helping us to help ourselves learn'*

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# Additional Learning Needs Policy

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**This policy has been developed to meet the requirements of  
The Additional Learning Needs and Education Tribunal (Wales) Act 2018**

The Governor responsible for Additional Learning Needs is Mrs Jackie Elias  
The Additional Learning Needs Coordinator is Mr Damon Gibson

## Introduction

Albert values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning.

## The ALN aims of the school

We aim to:

- ensure all children are given equal access to the curriculum and that each child's achievements are valued
- identify and provide support for children with ALN as soon as possible
- ensure staff know procedures for identifying children with ALN
- ensure parents are informed and included in all ALN decisions
- raise staff awareness and expertise through INSET
- provide differentiation within a balanced and broadly based curriculum in a way that supports children with ALN
- ensure children's involvement, where practicable, is encouraged in decisions affecting their ALN provision
- maintain close links with support services, other schools and agencies
- ensure records follow children through the school

## Definition of additional needs (taken from The ALN Code)

1. A child has additional needs if he or she has a learning difficulty (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 children of the same age, or
  - b. has a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools
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 age.
4. Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

## Staffing

The ALN team of the school:

- All staff are responsible for ALN learners within their class
- The Governor in charge of additional needs is Jackie Elias
- The Deputy head teacher Mr Gibson and Senior Leader Gaynor Haldenby will oversee the additional needs interventions and provisions
- The ALN coordinator is Mr Gibson (ALNCO)
- Learning Support Staff provide interventions and provisions for children with ALN
- Pupil Support LSAs work alongside pupils who have been awarded additional needs funded hours from the LA

## **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in that *All schools should admit pupils already identified as having Additional Learning Needs as well as identifying and providing for pupils not previously identified as having ALN. Pupils with ALN must be treated as fairly as all other applicants for admission.*(CoP)

## **Inclusion**

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our ALN policy reinforces the need for teaching that is inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with ALN.

## **Criteria for evaluating the success of the school's ALN Policy**

The policy is reviewed annually or when subject to changes in statutory guidance or legislation. ALN needs are reviewed regularly and the outcome of these reviews are used to inform the school improvement plan. The Governing Body reports annually to parents on ALN.

## **Allocation of resources**

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy.

## **Identification assessment**

At Albert we have adopted a whole school approach to ALN. The school has adopted a graduated response that recognises there is a continuum of additional needs. We aim to identify children with ALN as early as possible.

The class teacher in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment and teacher observation is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for ALN provision. The school 'Provision Map' outlines provision available to all children (Universal Provision). It also details support in Additional Learning Provision which is additional to or different from the differentiated curriculum on offer to all pupils at our school.

## **Early identification**

Early identification of pupils with ALN is a priority. Identifying whether a learner has ALN needs to be based on a wide range of evidence gathered over time including:

- standardised or assessment tools

- observational data
- quality of their work
- developmental checklists
- assessment through intervention
- assessment from external agencies such as health
- behaviour and social emotional questionnaires and standardised tests
- links with nursery schools and records provided at transition meetings
- parental information
- other forms of standardised assessments such as Baseline test and DEST Screener

On transfer to the school from another primary school each child will be monitored allowing appropriate time for that child to 'settle in'. Previous records and assessments will be used to provide help in designing differentiated learning programmes.

## **Assessment**

Pupils are assessed regularly and data provided is used in consultation with teachers and the ALNCO is used to inform planning and provision for pupils with ALN (see Assessment and ALN timetables). Small Steps and P levels (B squared) are used as an assessment tool and to inform target setting for pupils who receive an individualised programme.

## **Individual Development Plans/Additional Learning Provision**

It is expected that effective practice is in place at all times to ensure learners make good progress from their individual starting points. This may be in the form of reasonable adjustments, differentiated support in class or support from an LSA on 'Catch Up' interventions such as Language Links, Codebreaker Phonics, IDL, 5 minute box, precision teaching and Handwriting Motorway. Some children may benefit from a One Page Profile or School Support Plan to support their progress. It is hoped that short term interventions are sufficient for some children to catch up in line with their peers.

In the event that progress is deemed less than adequate and the child is 'significantly below their peers' it may be necessary to write an Individual Development Plan for the child. The child, parents and school will all contribute to this IDP which will outline the child's barriers to learning and state the Additional Learning Provision that will be required to allow that child to progress from their own starting point.

The purpose of an IDP is to provide a record of both the ALN that acts as a barrier to a child achieving their educational potential, and the Additional Learning Provision that is necessary to overcome that barrier. The content of the IDP should be created by professionals working through collaboration with the child and parents to develop a person-centred document that reflects the needs of the child. The IDP will detail the strategies and interventions that are additional to and different from what is normally provided for others of the same age. Where appropriate progress is made and the ALP has successfully addressed the barrier to learning, the IDP may cease. In most cases Albert will be responsible for maintaining an IDP but if the learner's needs are more severe or complex they may be LA maintained.

## **English as an additional language**

Particular care is taken with pupils whose first language is not English. Teachers follow closely their progress across the curriculum to ascertain whether any problems arise from uncertain command of

English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. The identification and assessment of Additional Learning Needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in command of the language that is used there or arise from additional learning needs.

## **Monitoring pupil progress**

Progress is the crucial factor in determining the need for support. Adequate progress is that which;

- narrows the attainment gap between pupil and peers and prevents the attainment gap widening
- equals or improves on the previous rate of progress
- shows an improvement in self-help and social or personal skills
- shows an improvement in the pupil's behaviour

## **One Page Profiles (OPP)**

All children at Albert have a one page profile which is created by the pupil, teacher and parents. There are 3 levels of OPP depending on level of need. A Basic one - for the majority of learners, an enhanced - for those on a school support plan or who have had parent meetings and concerns, and a full one which has been created through a Person Centred Planning IDP meeting. In the Summer term, the class teacher will work with all children in groups to update the OPP and detail three sections. The parents are invited to complete one during Autumn Parent's evening or to send in and this is incorporated into the final OPP. These are then shared with the next class teacher as part of transition. OPP are updated twice a year or as and when there are different or additional ways that will help support the child.

## **Record keeping**

Class teachers are kept well informed of any information from outside agencies through the ALNCo. The ALNCo will maintain the records and ensure access to them. In addition to the usual school records some documentation will be kept by the ALNCo, copies of reports are stored electronically. Pupils Individual ALN files will follow the pupils through the school. ALN files are split into three areas. Support and Guidance which is a range of strategies and information for teachers to access on a range of additional learning needs (this is also on the Albert Drive). An interventions file which details the interventions the children are having. ALN Learner records are kept in a separate file. All documentation is also uploaded onto the google drive for easy access.

These files may include;

- IDPs
- SSPs
- One Page Profile (OPP)
- a record of visits from External Agencies
- information from parents
- information from health/social services
- information from other agencies
- individual programmes provided by external agencies
- Small Steps and P levels (B squared)

- pupil's health and relevant medical history
- Progression Step levels,
- literacy/ numeracy attainments
- other relevant assessments from specialists such as support teachers and Educational Psychologists
- the views of parents
- the views of the child
- any other involvement by professionals

## **The role of the ALNCo**

The ALNCO Mr Damon Gibson has responsibility for day to day operation of the Additional Learning Needs Policy. LSAs will be directed by the ALNCO and class teachers to support and benefit pupils with Additional Needs.

The ALNCOs role is to:

- be part of the senior leadership team to implement strategic decisions
- promote inclusion within the school
- be a source of expertise on ALN
- liaise with outside agencies LEA, support services, health and social services and voluntary bodies
- oversee day-to-day operation of the ALN policy
- coordinate the provision for pupils with ALN
- ensure IDPs are developed and reviewed in line with Person Centred Practices
- oversee the provision across the school to meet the needs identified within IDPs
- ensure IDP reviews are undertaken annually or earlier if necessary
- liaise with teachers and Learning Support Assistants funded by ANF
- coordinate pupils One Page Profiles (OPP)
- oversee pupils' records
- oversee liaison with the child and parent to understand how the learners needs will be best met
- contribute to INSET
- act as a key point of contact with outside agencies
- ensure that arrangements put in place by the LA in relation to avoiding and resolving disagreements are fully utilised
- monitor the impact of interventions and assess progress achieved against planned outcomes for all learners with ALN

The Head teacher, ALNCo, Class Teachers and all other members of staff have important day-to-day responsibilities supporting pupils with ALN. All teachers are teachers of children with additional learning needs, teaching such children is therefore a whole school responsibility. All teachers are responsible for managing the learning of all pupils in their class and this includes those with ALN.

## **The role of the governing body**

The Governing Body's response to pupils with ALN includes:

- ensuring that provision of a high standard is made for ALN pupils

- ensuring that a 'responsible person' is identified to inform about all those involved with teaching and supporting pupils
- ensuring that ALN pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing ALN policy
- reporting to parents on the school's ALN policy

### **The role of the class teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedure for the identification and assessment of and subsequent provision for ALN pupils
- collaborating with the ALNCo to decide the action required to assist the pupil to progress
- working with the ALNCo to collect all available information on the pupil
- in collaboration with the ALNCo, develop IDPs for ALN pupils
- working with ALN pupils to deliver the individual programme set out in the IDP
- developing relationships with parents
- provide high quality differentiated class teaching

### **The role of the headteacher**

The headteacher's responsibilities include:

- day-to-day management of all aspects of the school including ALN provision
- keeping the Governing Body well informed about the ALN within the school
- working closely with the ALNCo
- ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education
- work with the Governing Body to ensure specific funding for ALN

### **Inset**

Part of the ALNCOs role is school-based INSET to keep staff informed about new ALN initiatives. As a routine part of staff development INSET requirements in ALN will be monitored. The School's INSET needs will be included in the School Development Plan.

### **Partnership with parents**

Albert firmly believes in developing a strong partnership with parents and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.



*Parents hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to a shared view of a child's needs and the best way of supporting them. (CoP 2.2)*

The school considers parents of ALN pupils as valued partners in the process. They contribute to the 'Person Centred Approach' that is adopted within the school. Depending on age and appropriateness, ALN pupils will also be encouraged to participate in the decision making processes affecting them.

## **Complaints procedure**

The school's complaints procedure is outlined in the school prospectus. The ALN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **Links with external agencies / organisations**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for ALN pupils.

When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational Psychologists
- Medical officers
- Speech therapists (SALT)
- Occupational Therapists
- Physiotherapists
- Hearing Impaired services (HI)
- Visual Impairment Services (VI)
- Behaviour Support (Engagement Team)

In addition, important links are in place with the following organisations:

- Local nurseries with the aim of providing continuity of ALN information and provision
- The LA (including the ALN service)
- Inclusion Officer
- School's Liaison Officer
- School Nurse
- Families First
- FACT
- LA vulnerable groups Service

## **Monitoring & Evaluation**

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

- Analysis of learner tracking data and test results
- Value added data
- Monitoring of procedures and practice by the Senior Leaders
- Reviewing individual IDP targets

- Reviewing School Support Plans and impact of interventions
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The School Improvement Plan

Signed:

*D Gibson* (ALNCO)

A.J. Gibbet

(Head Teacher)

*J Elias*

(Link Governor (on behalf of the Governing Body))

June 2023