

St Brides Major Church in Wales Primary School



Love Learning for Life
Caru Dysgu am Oes

Additional Learning Needs (ALN) Policy

St Brides Major Church in Wales Primary School's Additional Learning Needs Policy

1. School Background

St Brides Major Church in Wales Primary School is a Church in Wales Primary school situated in the rural village of St Brides Major in the west of the Vale of Glamorgan and currently has approximately 200 pupils on roll. The school is situated in the heart of the village. Most of the pupils attending the school live in St Brides Major or the nearby villages of Ogmere, Southerndown, Ewenny and Corntown.

The nursery was opened in September 2017. The children currently in the reception class have come from the nursery and a privately run playgroup in the village.

2. Definition of Additional Learning Needs

Children have additional learning needs (ALN) if they have a learning difficulty significantly different from their peers that calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age, or 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the Local Educational Authority, other than special schools, in the area.

This Additional Learning Needs policy details how the staff of St Brides will do their best to ensure that necessary provision is made for any pupil who has additional learning needs and how the staff will make sure that those needs are made known to all who are likely to teach him/her. The school staff will use their best endeavours to ensure that all teachers in the school are able to identify and provide for pupils who have additional learning needs, so far as it is reasonably practical and compatible with the child receiving necessary additional learning provision and the efficient education of pupils with whom they are educated.

The school staff will have regard to the Additional Learning Needs Code of Practice when carrying out duties towards pupils with additional learning

needs and will ensure that parents are notified of a decision that Additional Learning Provision is being made for their child.

In order to help children who have additional learning needs, the school will adopt the Code of Practice graduated response that recognises there is a continuum of additional learning needs. Specialist expertise will be increasingly brought to bear on the difficulties that child may be experiencing. The school staff will record the steps taken to meet the needs of individual children. The Additional Learning Needs Coordinator (ALNCo) will have responsibility for ensuring that the records are kept and available as needed. If a member of staff refers a child for statutory assessment, they should provide the Local Education Authority with a record of the work undertaken with the child, including the arrangements made.

Person-Centred Planning

The new ALN bill advocates Person Centred approach to support ALN. In St Brides Major Church in Wales Primary School this means that:

- each person is valued as an individual and made aware of their rights and choices;
- all children have access to high quality education;
- life chances of people with disabilities are improved with equality of opportunity;
- barriers to learning are broken down and challenged;
- expectations and aspirations are raised, leading to greater achievement;
- the child's view is at the centre of the approach.

The Role of the Additional Learning Needs Coordinator

The Additional Learning Needs Coordinator (ALNCo)'s responsibilities include

- overseeing the day to day operation of the Additional Learning Needs policy;
- coordinating provision for children with additional learning needs;
- liaising with and advising fellow teachers;
- overseeing the records of all children with additional learning needs;
- liaising with parents of children with additional learning needs;
- contributing to the in-service training of staff;
- liaising with the external agencies including the Local Education authority's support and educational psychology services, health and social services and voluntary bodies.

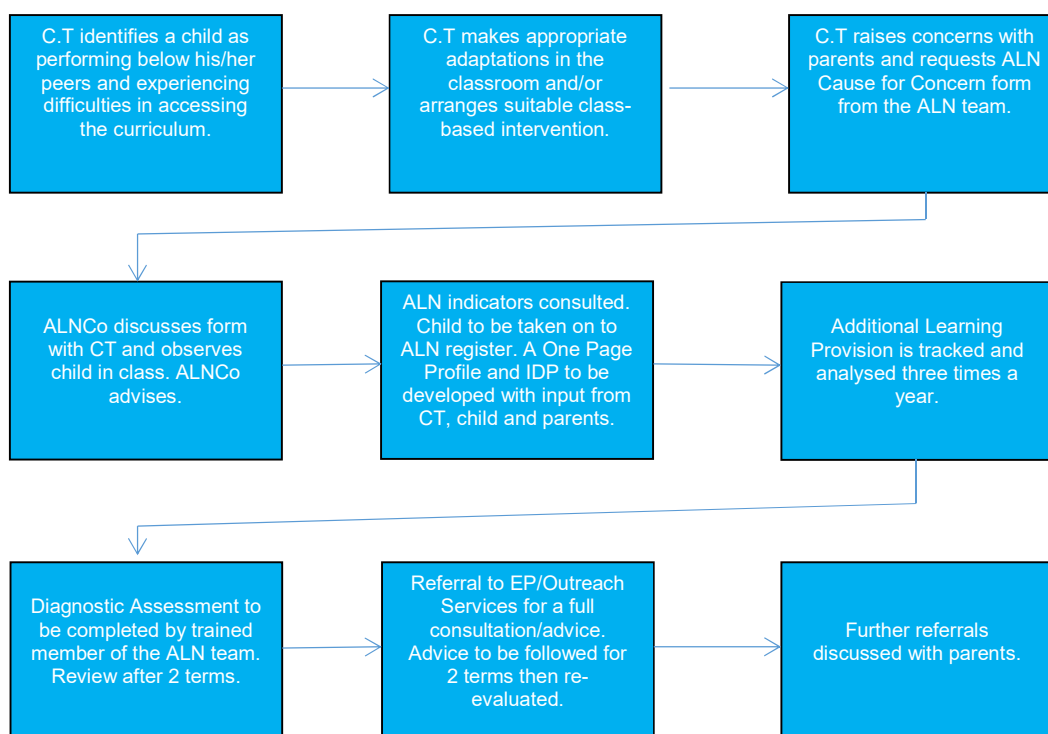
Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, a teacher may need to consult the ALNCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally

available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which –

- closes the attainment gap between the child and their peers;
- prevents the attainment gap getting wider;
- is similar to that of peers starting from the same attainment, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement to self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

The process usually follows the following system:



School Action / School Support Plans

When a class teacher or the ALNCo identifies a child with an additional learning need, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called School Action. The triggers for intervention through School Action will be concern underpinned by evidence about a child, who despite receiving differentiated learning opportunities, makes –

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas;

- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed by the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the ALNCo may contact them if the parents agree. The ALNCo will support the further assessment of the child, assisting in planning future support for him/her in discussion with colleagues, and monitoring action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The ALNCo and the child's class teacher will decide on the action needed to help the child progress in the light of the earlier assessment. This may include –

- different learning materials or specialist equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to local education authority support services for one-off or occasional advice on strategies or equipment.

Any interventions which take place outside the classroom are tracked with appropriate assessments at the beginning and end of the intervention and this information is used formatively when planning further intervention.

School Action Plus / School Managed Individual Development Plan

Strategies employed to enable the child to progress will be recorded within an Individual Development Plan (IDP). The IDP will include information about –

- what is important to the child (information gathered from several sources and presented in the form of a one page profile);
- short-term targets set for the child;
- teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when the IDP is reviewed)

The IDP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs. These will be discussed with the child and the child's parents. The IDP will be reviewed at least three times a year and parents' views on their child's progress will be sought. Where appropriate, the child will also take part in the review process and be involved in setting the targets.

A request for support from external services is likely to follow a decision taken by the ALNCo and colleagues, in consultation with parents, at a review of the child's IDP. At School Action Plus external support services staff will usually see the child so that the advice can be given to teachers on new IDPs. Fresh targets and accompanying strategies will be discussed. The external support staff are usually able to provide more specialised assessments to inform planning and the measurement of a pupil's progress and can give advice on the use of new and specialist strategies or materials and in some cases, provide support for popular activities.

The triggers for School Action Plus will be that despite receiving individualised support under School Action the child-

- has involvement with outside agencies supporting the school on a regular basis;
- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that may impede the development of social relationships and cause substantial barriers to learning.

When school staff seek the help of external support services, those staff will need to see the child's records in order to establish which strategies have been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting IDP for the child will set out fresh strategies for supporting the child's progress. The delivery of interventions recorded in the IDP continues to be the responsibility of the classroom teacher and ALNCo.

School Request for a Statutory Assessment

Where a request for a statutory assessment is made by school staff to the Local Authority (L.A) the child will have demonstrated significant cause for concern. The LA staff will need information about the child's progress over time, and will also need documentation in relation to the child's additional learning needs and any action taken to deal with those needs, including any resources or specialist arrangements put in place. The school staff will provide this evidence through School Action and School Action Plus. This information may include –

- individual development plans for the pupil;
- records of regular reviews and other outcomes;
- the pupil's health including the child's medical history where relevant;
- national curriculum level, attainments in literacy and mathematics;
- educational and other assessments, for example, from an advisory specialist support teacher or an educational psychologist;
- views of the parent and of the child;
- involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Additional Learning Needs

Statutory assessment involves consideration by the L.A staff working co-operatively with parents, the staff at the child's school and, as appropriate, staff from other agencies, as to whether a statutory assessment of the child's additional learning needs is necessary. A child will be brought to the L.A staff's attention as possibly requiring an assessment through a request by the staff of a child's school, from the child's parent or through referral by another agency. Where the evidence presented to the L.A suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school staff and external specialists, it may be that additional learning provision cannot reasonably be provided within the resources normally available to mainstream schools.

If this is so, L.A staff will consider the case for statutory assessment of the child's additional learning needs. L.A staff may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's additional learning needs is such as to require L.A staff to determine the child's additional learning provision through a statement. A statement of additional learning needs will –

- include the pupil's name, address and date of birth;
- include the details of all of the pupil's special needs;
- identify the additional learning provision necessary to meet the pupil's additional learning needs;
- identify the type and name of the school where the provision is to be made;
- include relevant non-educational needs of the child;
- include information on non-educational provision.

All children with statements of additional learning needs will have short term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IDP. The delivery of the interventions recorded in the IDP will continue to be the responsibility of the class teacher.

Annual Review of a Statement / School Managed or Locally Authority Managed Individual Development Plan

All statements must be reviewed at least annually with the parents, the pupil, L.A staff, the school staff, and other professionals who have been invited to consider any amendments to the description of the pupil's needs or to the additional learning provision specified in the statement. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved. At the review in Year 5 the aim should be to give clear recommendations as to the type of provision the child will require during secondary education. It will then be possible for the parents to visit secondary schools to consider appropriate options within the similar time scale as other parents. The ALNCo of the receiving school should be invited to attend the final annual review of a pupil with a statement to allow the receiving school to plan an appropriate IDP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

3. Admissions Arrangements

St Brides Major Church in Wales Primary School adheres to the general arrangements for children with ALN as set by the Local Authority/Governing Body guidelines and meets the requirements of the Code of Practice. The school has access and toilet facilities for disabled children.

4. Inclusion

All pupils with additional learning needs are integrated into all the activities of the school, in so far as it is practical and compatible with the pupil receiving the necessary provision, with the efficient education of the other children and with the efficient use of resources.

5. Organisation

The Governing Body of St Brides Major Church in Wales Primary School is committed to meeting ALN within the formula budget and will fulfil their duties under the relevant Education Acts. One governor will liaise with the ALNCo.

6. Procedures

a. Identification of Children with Additional Learning Needs

During the summer term the reception teacher liaises with the nursery teacher and playgroup leaders who advise on any child with possible

learning and/or, behavioural difficulties. All parents fill in a form regarding their child's strengths and weaknesses.

Any concerns raised during the child's school career must be acted on according to the flow chart.

The school uses a number of tests that help to highlight pupils with ALN –

- Foundation Phase Profile
- National Curriculum Teacher Assessments Yr 2 and Yr 6
- New Salford Sentence Reading Test
- Salford Reading Test Key Stage 2 September and May
- Single Word Spelling Test September and May
- Non-Verbal Tests
- National Standardised Tests for Literacy, Mathematical Procedure and Mathematical Reasoning

Needs are prioritised and support is given as far as time and funding allow. Children deemed to exhibit ALN are entered on the ALN register as per the system illustrated.

Record sheets for every child are completed in the National Curriculum subjects and information is stored in INCERTS. Intervention records are stored in the school ALN Provision Map.

b. Assessment of Children with Additional Learning Needs

The following records/assessments are available in addition to those outlined for children –

- Keywords National Curriculum Strategy;
- Single Word Spelling Test (S.W.I.S.T.);
- New Macmillan Individual Reading Analysis-diagnostic reading and comprehension;
- Informal Reading Inventory (Primary) South Glamorgan;
- The Dyslexia Early Screening Test (D.E.S.T.);
- Diagnostic Assessment for Dyslexia (usually broken down and used in the areas already identified);
- Primary Numeracy Assessment;
- Numicon- Closing the Gap;
- Handwriting Motorway Pathway;
- Read Write Inc Phonic Assessments;
- New Salford Reading Comprehension;
- Observations.

These additional assessments can help establish the nature of a pupil's difficulties.

c. Resources

The resources for children are many and varied. They are located in the Resource Centre/ALN room. The ALNCo and Assistant will give advice on relevant material. Staff are aware of apps and websites which may be of use.

7. Gifted Children

The staff at St Brides Major Church in Wales Primary School identify children who show exceptional ability in areas of the National Curriculum on a MAT register with the area of MAT ability clearly identified. Each teacher keeps a MAT file with records of achievement and details of differentiation. In weekly planning documents there is a box to record the MAT provision. As a cluster of schools we offer designated days to extend and challenge MAT pupils. Class teachers provide an appropriate curriculum whenever possible and advise parents and secondary schools accordingly. MAT Provision is the responsibility of the MAT Co-ordinator – Mrs Claire Jones.

8. Meeting Needs

a. Access to the Curriculum

Children with ALN should have, as far as possible, access to the full range of National Curriculum subjects. Careful planning and organisation are vital for this pre-requisite to be met.

b. Differentiation

The purpose of differentiation is to promote each pupil's success in learning and may include modification of work to suit both the less able and more able child. Within the planning framework the needs of the individual and /or groups of pupils must be addressed. Staff may seek advice from the ALN Co-ordinator when they are planning differentiated work for pupils.

Differentiation:

By task - different task being allotted according to the pupil's needs and/or, abilities;

By outcome – all children being allotted the same task with the teacher expecting a different standard of work from the pupils according to the ability or aptitude;

By support – the teacher varying the amount of support given to children to enable them to achieve.

9. Parental Involvement

The school operates an open access policy regarding parental concerns. Parents are informed as soon as the class teacher, or other professional, is concerned that a child may have ALN. The initial consultation gives parents details of those areas causing concern and seeks to establish a partnership in implementing ALN provision. Parents are informed of their child's progress and plans for future provision at each review, re-enforcing parental involvement in their ALN programme. Parents support their child with the home reading scheme through school and are expected to support their child in any extra tasks given as part of an Individual Development Plan.

10. Complaints Procedure

A parent concerned about any aspect of his/her child's educational progress should make an appointment to discuss his/her concerns with the pupil's class teacher and/or Mrs Margaret Stanlake. Mrs Stanlake assists parents who need advice, supports parents who need to complete forms and can direct parents to other agencies. If a parent continues to have concerns or wishes to complain about any aspect of ALN provision within the school he/she should make an appointment to see the Head Teacher. If the matter still cannot be resolved, the Head Teacher will give the parent information about contacting other agencies, such as outlined below.

11. Services Supporting St Brides Major Church in Wales Primary School

The Vale of Glamorgan Achievement for All Service is based at the Civic Offices, Barry

Head of Service/Senior Education Psychologist Mr David Davies

School Educational Psychologist Mr Andy Donaldson

Advisory Teacher of the Hearing Impaired Mrs Catherine Kell

Advisory Teacher for the Visually Impaired Mrs Helen Davies

Advisory Teacher for Behaviour Mrs Nicky Sturges

Educational Welfare Team

Specialist Speech and Language Therapist Mrs Natalie Aitkin

Cognition and Learning Specialist Teacher Mrs Leanne James and Mrs Sarah Baker

A.S.D Outreach Service Mrs Emma Carver

The School Nurse Ms Kelly Jones

SNAP Cymru based in Curran Road, Cardiff, offers a "Parent Partnership Service" This charitable organization provides confidential support for parents of pupils with Additional Learning Needs. Advice or assistance with completing forms is available. A volunteer can accompany a parent to a meeting if the parent requires this service.

Vale Family Information Service who provide information for families about Childcare, activities and services for children and young people and family support services in the Vale of Glamorgan.

12. In-service Training

In service training in St Brides Major Church in Wales Primary School involves both individual discussions between staff and the ALN Co-ordinator, school based sessions and involvement of outside agencies organised by the INSET Co-ordinator. The ALN Co-ordinator contributes to the in service training to staff. Opportunities exist for training on various aspects of ALN, many of which are organised by the L.A. The ALN Co-ordinator and general teaching staff take advantage of courses when possible. Information is offered to all staff so that the whole school approach remains effective. Before each review meeting with parents, staff are given the opportunity to view resources and interventions used within the ALN department and update IDPs and the provision map with the help of the ALNCo.

13. Links with Other Schools

When children transfer to other mainstream schools their ALN records are sent to the receiving school in their record file. When children transfer to a special unit placement the ALNCo is willing to support parents on the preliminary visit if required to do so. The Year 6 teacher and the ALNCo at St Brides Major Church in Wales Primary School liaise with the ALNCo of Cowbridge Comprehensive school during the summer term to give advice about possible educational support in Cowbridge Comprehensive. Information is also given to other Secondary Schools in the same way.

The ALNCo attends cluster meetings to keep up to date with issues affecting ALN in schools.

14. Equality Act 2010

In St Brides Major Church in Wales Primary School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practise an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability. We make reasonable adjustments for disabled pupils. More information can be found in the School's Equality Policy.

15. ALN Bill 2021

The additional learning needs (ALN) system is the new system for supporting children and young people aged 0 to 25 in Wales with ALN. The ALN system is replacing the special educational learning needs (SEN) system and the system for supporting young people with learning difficulties and/or disabilities (LDD).

The ALN legislative framework is created by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALN Act), the

Additional Learning Needs Code for Wales 2021 (the ALN Code) and [regulations](#) made under the Act. Through this statutory framework the Welsh Government aims to ensure all learners with ALN are supported to overcome barriers to learning and can achieve their full potential

16. Key Objectives/Future Plans

- Ensure that children with ALN receive appropriate education.
- Continue to implement the New ALN Bill and Code of Practice plus further increase staff understanding.
- Continue to improve strategies used in the early identification and intervention of learning difficulties.
- Continue to improve communication between the school and parents of children with ALN.
- Review the ALN policy on an annual basis.
- Review resources on an annual basis, to include materials and staffing.

17. Evaluation

The success of the ALN Policy will be evaluated by;

- the satisfactory progress of the pupils,
- the movement of pupils between stages and or provision,
- against key and broad objectives, such as the new curriculum.

Abbreviations

- A.L.N – Additional Learning Needs
- ALNCo – Additional Learning Needs Coordinator
- C.T – Class Teacher
- O.P.P – One Page Profile
- I.D.P – Individual Development Plan
- S.A – School Action
- S.A+ - School Action Plus
- L.A – Local Authority

Monitoring and Review	
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