

Pencaerau Primary School

“Learning for life”



Additional Learning Needs Policy

2021-2022

Date	Review Date	Headteacher Signed	Chair of Governors Signed
March 2021	March 2022	<i>H Brady</i>	<i>J Cuff</i>



Additional Learning Needs (ALN) Policy

Wales is currently in a transition phase with regards to ALN and the new ALNET Act. However, for the purpose of meeting current statutory duties, this policy relates to the 2002 legislation still in force.

Pencaerau Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to play, achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Pencaerau Primary School has 255 full time pupils on roll, including 45 part time Nursery pupils (March 2021). Of the total number of pupils on roll, 20-25% are considered to have additional learning needs.

We have a duty to provide appropriate ALN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if ALN provision is made for them.'

We believe that... *'Children have additional learning needs if they have a learning difficulty, which calls for specific provision to be made for them'*.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Additional Learning Needs provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with additional learning needs (ALN) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with ALN should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with ALN by providing structured training on a variety of ALN issues.

We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with ALN within the classroom. We are aware that depending upon their age and understanding we must discuss with pupils with ALN any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's ALN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Changes to ALN Provision

We are currently adapting our practice and progressing well on our journey to meet the requirements of the forthcoming legislation around Additional Learning Needs provision. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 aims to create:

- a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE)
- an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals.”

We are following the Act and will be fully implementing this over a three-year period. The implementation period is expected to run from September 2021 to August 2024. The objective of the changes is a fair system for ALL learners with ALN, putting the learner at the heart of everything that happens.

The ALN Leader (ALNCo) will be responsible for carrying out any changes, including the introduction of Individual Development Plan (IDP). It’s envisaged that an IDP will replace the existing Statements of Special Educational Needs and Individual Education Plans (IEPs) over the phased implementation period.

The ALNCo will be responsible for ensuring that all learners who have ALN across the education setting have an IDP. Our priority is to ensure that the learners receive the right provision at the right time to address their needs and that they are part of the planning and development of their IDP.

Aims and Objectives

At Pencaerau Primary School staff cater fully for the learning needs of all pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as class teachers.

- The needs of pupils will be met through a Graduated Response to provision for all pupils identified as having additional learning needs
- Class teachers will differentiate classroom tasks, resources and
- materials and match work to pupil need. This is reflected in all levels of planning
- All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self-assessment and personal target setting

- Individual Education Plans (IEPs) are in place to support individual need and provide attainable targets for children with ALN
- Effective support will be provided by named Teaching Assistants (TAs). All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review ALN pupils in the school. It aims to ensure that:

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the additional learning needs of each child
- that the additional learning needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child are made clear
- the roles and the responsibilities of staff in providing for children’s additional learning need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil’s ALN in relation to grouping, pace of work, clear teaching and effective learning
- parents are regularly informed of their child’s level of attainment and advised how to support at home
- resources associated with ALN are developed and audited as appropriate
- liaison with ALNCo and Primary Cluster Schools is developed
- reports and/or records received and maintained from previous settings and external professionals are considered

Inclusion

‘children with additional learning needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources’

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children with speech, language and communication, literacy and numeracy and social skills difficulties
- planning to develop children's understanding through a multi-sensory approach and a variety of strategies for learning
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, in order to participate in effective learning

Additional Learning Needs

Children with additional learning needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have additional learning needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment. The revised Code of Practice (2002) has identified School Action (Early Years Action) as the school-based stage and School Action Plus (Early Years Action Plus) and Statement as multi professional assessment stages which require the support and expertise of outside agencies.

Roles and Responsibilities of Headteacher, Staff and Governors

Provision for children with additional learning needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with ALN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's additional learning

needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with ALN. It maintains a general overview and has appointed a representative governor, the ALN governor, who takes particular interest in this aspect of the school.

Role of the Governing Body

- Responsibility for ensuring the Additional Learning Needs Coordinator (ALNCo) is allocated time to undertake the demanding role of ALN Leader;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- To ensure that provision of additional learning needs is of a high standard;
- Responsibility for ensuring pupils with ALN have access to all activities;
- Responsibility for ensuring pupils with ALN have access to all school facilities;
- Due regard to comply with the ALN Code of Practice when undertaking its responsibilities;
- Responsibility for having in place an admissions policy;
- Responsibility for admitting any child whose statement names the school;
- Responsibility for publishing an ALN information report;
- Responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- Responsibility for regularly reviewing funding for resources;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated ALN Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- To make effective use of relevant research and information to improve this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the ALNCo and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Nominated Governor

- Work closely with the Headteacher and the ALN coordinator.
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy

Role of the Headteacher

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure that the daily management of ALN provision is effective;
- Work closely with the ALNCo, the link governor and the teaching and support staff;
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN;
- Ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with ALN;
- Inform parents when ALN provision has been made for their child;
- Be responsible for supervising the statutory assessment, statementing and annual review process for pupils with ALN;
- Ensure all pupil records are sent to and received by schools that pupils with ALN transfer to;
- Monitor the quality of teaching for pupils with ALN;
- Monitor the progress made by pupils with ALN;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by checking to see if:
 - Pupils with ALN are making sufficient progress appropriate to their ability
 - School personnel have high expectations of pupils with ALN
 - Appropriate provision is in place
 - Differentiation is put into practice
 - The pupil tracking system is effective
- Annually report to the Governing Body on the success and development of this policy.

Role of the Additional Learning Needs Leader (ALNCo)

- Ensure the detailed implementation of support for children with ALN;
- Ensure the implementation of this policy;
- Ensure all school personnel understand their responsibilities to children with ALN;
- Work with the Headteacher to oversee the day to day provision for pupils with ALN within the school including those with education, health and care plans;
- Identify the barriers to learning and what special educational needs provision that a pupil requires;
- Provide advice and teaching strategies to teachers and support staff;
- Inform parents of their child's additional learning needs;
- Arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- Organise in-house and external support for a pupil with ALN;
- Monitor this support;
- Keep parents up to date with the additional learning needs provision for their child;
- Ensure pupils with ALN have full access to the curriculum;
- Ensure pupils with ALN are included in all school activities and events;
- Ensure pupils with ALN take part in extra-curricular activities;
- Arrange for key workers to be allocated to pupils with ALN so that pupils can talk about any difficulties or concerns that they may have;
- Lead the development of ALN throughout the school;
- Arrange in-service training for school personnel and governors;
- Help select, train, organise and manage a team of teaching assistants (TAs);
- Prepare and keep up to date Individual Education Plans (IEPs) soon to be Individual Development Plans (IDPs);
- Undertake classroom observations;
- Ensure differentiated teaching methods are being used;
- Monitor and track the progress of children with ALN;
- Maintain records of all children with ALN;
- Use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- Keep up to date with new developments and resources;
- Make effective use of relevant research and information to improve this policy;

- Liaise with parents;
- Organise annual reviews;
- Meet with outside agencies and specialist teachers;
- Work with feeder or transition schools;
- Annually report to the Governing Body on the success and development of ALN

Role of Class Teachers

- Have high expectations of pupils with ALN;
- Be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them;
- Work closely with the ALNCo;
- Be well informed of the additional learning needs and medical conditions of the pupils that they teach;
- Implement any advice and teaching strategies given by the ALNCo and/or specialist teachers;
- Provide high quality teaching for all pupils;
- Prepare and keep up to date Individual Education Plans (IEPs) progressing to IDPs within the three-year implementation period;
- Develop IEPs for ALN pupils by working closely with support staff;
- Deliver the individual programme for each ALN pupil as set out in their IEP/IDP;
- Include pupils with ALN in all class activities;
- Ensure their planning includes differentiation;
- Set challenging targets;
- Track and monitor the progress of all pupils in line with the school's monitoring policy;
- Inform the ALNCo of any identified barriers to learning and lack of progress of pupils;
- Liaise with parents of pupils with ALN to update them of the progress of their children;
- Suggest ways that parents can support their children at home;
- Undertake appropriate training on induction;
- Identify any additional training needs they require;
- Comply with all aspects of this policy.

Role of Teaching Assistants (TAs)

- Work closely with the ALNCo and class teachers;
- Provide support for individual or groups of pupils with ALN;
- Provide in class and out of class catch up literacy and numeracy support for pupils;
- Assist in the preparation of lessons;
- Monitor pupils progress in line with the school's monitoring policy;
- Provide feedback to teachers and the ALNCo;
- Attend appropriate training;
- Suggest training needs.

Role of Keyworkers (identified in a statement of education)

- Explain to the child any notice or document required to be given or served by a local authority in respect of a child's ALN
- Contact the LA caseworker on behalf of the child
- Contact SNAP on behalf of the child
- Keep appropriate records relating to above

Role and Rights of Parents

- To work closely with the school in order to develop a partnership that will support additional learning needs of pupils.
- To be aware of their child's targets and their progress towards them;
- To attend and take part in meetings about their child regarding ALN such as annual reviews/IDP review/person centred meetings.

Role and Rights of Pupils

We encourage pupils with additional learning needs to understand their rights and to take part in:

- assessing their individual needs;
- devising their IEP;
- setting learning targets;
- providing information for the annual review

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support learning. The class teacher and the ALNCo assess and monitor the children's progress in line with existing school practices. The ALNCo works closely with parents and teachers, TAs and external professionals (as appropriate) to plan a programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCo can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

Assessment resources may include:

- WG Reading and Numeracy Tests
- Field Notes and summative assessments made by class teachers
- Nursery Baseline Assessments, appropriate to each individual setting
- P Levels – literacy and numeracy (if appropriate)
- Foundation Phase teacher assessment levels
- KS2 teacher assessment levels
- Non-verbal tests
- Young's Parallel Spelling Test
- PM Benchmarking for reading and Salford Reading Tests

There is, of course, ongoing assessment for all children throughout the school year. Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, would be further assessed and monitored carefully by the ALNCo, class teacher and/ or Teaching Assistant, together with external professionals, as and when appropriate. IEPs are written and reviewed termly. IEPs are also updated if a child has achieved a target before the review date.

Graduated Approach

We feel it is vital that pupils with additional learning needs are identified at an early stage. Every teacher in Pencaerau is responsible for identifying pupils with additional learning needs. We will inform parents at the

earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs. We will adopt a graduated approach coordinated by the ALNCo: Parents will be kept well informed of and involved in all stages.

School Action (SA) - A child might be moved to School Action as a result of:

- performance monitored by teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- lack of progress in literacy or numeracy
- standardised screening or assessment tools
- emotional health and wellbeing difficulties etc.

The ALNCo will, in consultation with the class teacher:

- review all performance/assessment information
- seek further advice if needed
- draw up and implement Individual Education Plan/Behaviour Plan collaboratively with class teacher, TAs and parents, having regard for the views of the child
- monitor progress
- ensure parents are aware of any changes in provision
- give advice to parents regarding support at home
- inform headteacher
- liaise with external agencies as appropriate

The IEP sets out the nature of the child's difficulties, any additional provision, resources involved, frequency and type of support, nature of parental involvement, targets to be achieved, success criteria and a date for review. Support may be individual or group withdrawal, or in-class support, or monitoring.

School Action Plus (SA+) - At this level of need, the class teacher and the ALNCo are supported by outside agency involvement. The child's attainment at School Action level is monitored and reviewed. A child may continue to make little or no progress, have difficulties in acquiring key skills and concepts, have emotional health and wellbeing difficulties which regularly interfere with child's own learning or that of peers, have

sensory or physical needs requiring specialist input and resources or have ongoing communication or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

If this is the case, the ALNCo, after consultation with class teacher and parents, may call in external specialist support to assess the needs of the child and provide appropriate support and advice.

The ALNCo provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up a new IEP. Support may again be individual or group support, withdrawn or in-class support.

Reviews are arranged three times per year to monitor targets. Parents and external agencies, as appropriate, are invited to participate in the review, along with the ALNCo and class teachers and TAs. Action as a result of a review might involve another IEP at School Action Plus; a reversion to School Action with appropriate IEP or consideration for the need for statutory assessment.

Formal Assessment

The needs of the majority of children should be met by School Action and School Action Plus. In a small number of cases, however, the Local Authority will need to make a statutory assessment of additional learning needs and then consider whether or not to issue a statement.

The child may be brought to the Local Authority's attention as possibly requiring an assessment through school request with relevant evidence and assessment data, a request by the parent or a referral by another agency.

Statement of Educational Need

A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs. Parental involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Curriculum and teaching methods

It is important that each class teacher creates a learning environment which is supportive to all children's learning. In order to do this they should continually assess what they are doing by posing the following questions: -

- is the process of learning interesting and rewarding?
- does the child understand what is required of him/her?
- is the work adequately planned and matched to individual level for pace?
- does the child learn by doing, i.e., opportunity for practical experience?
- are the learning situations suitably varied?
- does a good relationship exist between the child and the teacher which facilitates learning?
- are physical conditions conducive to learning?
- is independent learning being promoted?
- is there a positive atmosphere with plenty of encouragement within the classroom?
- is there adequate planning of the curriculum?
- is there adequate differentiation which takes into account individual needs and different levels of ability?
- is expectation of each child high enough in terms of ability and progress?
- are the materials/resources suitable for each child's level of functioning?
- is learning taking place in a positive, safe, learning environment to enable all pupils to take risks?

We endeavour to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, we deliver ALN provision in a range of environments; the children work in small groups, or in a one-to-one situation outside the classroom, or in-class support is given. At all times we try to ensure that the environment chosen is that most appropriate to effective learning. Specialised programmes within the school that are in use with ALN pupils include

Language Links, SAIL, Maths Factor, Rapid Readers, Rainbow Readers, ELSA, Talkabout and Thrive. However, the range and variety of interventions undertaken at the school will vary on an annual basis, according to the specific needs of the cohort.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress;
- evidence of outcomes and planned next steps;
- details of additional support or different provision made under ALN support;
- details of the involvement of specialists;
- evidence of involvement with parents;
- evidence that shows a rigorous approach to the monitoring and evaluation of any ALN support provided.

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

It is considered very important, therefore, by the staff and governors of Pencaerau Primary School, that parents are treated as partners in their children's education and as such are involved and informed as much as possible as soon as an additional learning need is first identified and additional support is being considered.

Parents will be invited into school to discuss the problem initially with the class teacher on an informal basis e.g. bringing the child to or collecting the child from school. When additional support is being considered, discussions may then take place between the parent, Headteacher, Class Teacher and Additional Learning Needs Co-ordinator.

Any programmes, whether for learning or behaviour, take into account the knowledge, wishes and feelings of the parent. If the child is being given behavioural support, with a structured programme, then

reinforcement at home by the parents will be paramount. It is essential that parental views are represented in any assessments or reviews.

Good links with parents already exist within the school, and, therefore, parental involvement in additional learning needs is seen as an extension of these links. The school believes that parents should have knowledge of their child's entitlement within the ALN framework and staff are willing to advise parents/carers at all times.

Pupils with additional learning needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support. We also believe that the provision for additional learning needs within the school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Reporting to Parents

The Governors are required by law to include the following information in their annual report to parents: -

- the success of the ALN Policy
- significant changes in the policy
- consultations with LEA, Funding Bodies etc
- how resources have been allocated to and amongst children with special educational needs over the year

Transition

All pupils in Nursery and Year 6 are involved in transition days to their feeder Primary or High School. The ALNCo from each school will liaise to ensure that they have all relevant information and documentation prior to transfer. When a child with ALN transfers to another school care is taken to ensure that the receiving school has all relevant information and documentation for that child.

Outside Agencies

The school makes full use of outside agencies to support the needs of the children within the school. Some of these outside agencies are provided by the Local Authority Inclusion Service, for example specialist teachers from EHW, ASD, SLCN and Hearing Impairment. The school has also consulted the EWO, Social Services, paediatric medical experts at St. David’s Hospital, speech therapists, the Early Years Forum, the School Nurse and the Health Visitor. The school will continue to consult outside agencies according to the needs of individual children.

The Educational Psychologist works in partnership in school with pupils, class teachers, ALNCo and parents. Class teachers, in conjunction with the ALNCo need to complete an ‘Educational Psychologist Consultation Request’ form prior to the visit for each pupil that advice is needed.

Allocation of Resources and Funding

Each year Pencaerau Primary receives delegated funds to allow us to provide a graduated response for the pupils identified with additional learning needs within the school. The Governors, together with the headteacher and ALNCo are responsible for setting up appropriate funding arrangements.

As part of a statutory assessment, school may receive an enhancement to their delegated budget to provide for pupils with complex needs. Pupils with complex needs have been ‘banded’ by the Local Authority to generate an enhancement for the school delegated budget. These four ‘bands’ are as follows:

	Needs	Code
Severe and complex additional learning needs	Requires individual support and supervision throughout the school day, including unstructured times, to secure health and safety and access to the curriculum. May require significant support to develop behaviours for learning, peer relationships and self-care or life skills. May require substantial modification of learning resources (e.g. text enlargement, Braille). <i>(Has a statement specifying 25 hours or more of support)</i>	A
Complex additional learning needs	Requires a high degree of individual and small group support to ensure access to the curriculum. This may include close supervision at unstructured times to secure health and safety. May require significant input on individual strategies (e.g. visual timetables, daily mentoring) <i>(Has a statement specifying 20 hours or more support in secondary school, or 15 hours or more in primary school)</i>	B
Additional learning needs	Requires flexible support across the timetable, which may include small group work, individual support on daily programmes, and additional shared support in some subjects.	C

	May require a range of reasonable adjustments and modifications, including ASD friendly approaches, mentoring, differentiation of learning tasks and materials. <i>(Has a statement specifying fewer than 20 hours of support in secondary, or fewer than 15 hours of support in primary)</i>	
Severe and complex additional learning needs in nursery	Requires substantial adult support to access the nursery curriculum Requires close adult supervision to secure health and safety <i>(Likely to require a place in an SRB or Special School in Reception, and to have funding for 10 hours or more in Nursery)</i>	N

Provision is mapped to ensure efficient and effective use of resources. The ALNCo is responsible for the operational management

Admissions

The admission arrangements for pupils with ALN are the same as for all other pupils.

We will:

- treat all applications equally and we will not discriminate against pupils with ALN;
- admit those children with ALN but who do not have a statement
- not refuse admission to children with ALN because we feel we will be unable to provide the necessary support.

Training

We ensure that all teaching and non-teaching staff have access to relevant professional learning.

A whole school policy for additional learning needs can only be viable with all the staff involved with Inset. The ALNCo along with the Headteacher will be aware of available training and the needs of the staff as a whole. It is, however, a two-way system and staff are encouraged to bring to the attention of the ALNCo any needs or training requirements that they feel they may have. This may also be done through Performance Management meetings.

Professional learning sessions may be arranged and provided where necessary with members of the Local Authority's inclusion team.

The ALNCo attends termly forums to ensure to keep abreast with ALN information, changes and practice.

Complaints Procedure

If a parent has a concern or complaint relating to the provision for pupils with ALN then in the first instance the parent can express those concerns to the child's teacher. Further concerns can be expressed to the ALNCo or the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint, the Local Authority may be involved.

In some cases, particularly those where decisions are taken by the LA, there are agencies who will act on behalf of the parents such as SNAP Cymru.

Snap Cymru is a registered charity which offers free, independent and confidential advice to families of children and young people who have, or may have, additional learning need.

Their contact details are:

SNAP Cymru

45 Penarth Road, Cardiff CF1 5DJ, Tel: 01222 384868

Involving the Child

"Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child." (Articles 12 and 13, The United Nations Convention on the Rights of the Child).

At Pencaerau Primary School it is our policy to involve the pupil as much as possible in implementing any individual educational programme. Pupils need training and encouragement to help them participate and become involved in their own decision-making. Where practicable, children are involved in setting the

targets for their IEPs so they are aware what they have to do in order to achieve them. They also set their own classroom targets. By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

Relationship to other policies

This policy also relates to the policies on Learning and Teaching and the Equalities Scheme. The Accessibility Plan is also pertinent to this policy.

Evaluation of Additional Learning Needs Policy

Under the 1993 Education Act it is the duty of the school through the Headteacher, ALNCo and nominated school governor, to evaluate the effectiveness and efficiency of the policy and to report back to the remaining governors and to the parents annually. This evaluation will be done through the following procedures: -

- Reporting on the means of identifying and assessing pupils with additional learning needs
- References to examples of previous and current work of special educational needs children
- The level of attainment achieved by special educational needs children in relation to the general level of attainment for the whole school through assessments, TA results where appropriate and records of achievement
- Periodic review of progress as detailed in this policy
- Physical, personal and social development of children with additional learning needs
- The number of children who have additional learning needs provision, distinguishing between those with and without statements
- Attendance figures

Arrangements for Monitoring and Evaluation

The success of the school's ALN policy and provision is evaluated through:

- monitoring of classroom practice by the ALNCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the ALN register
- meetings between ALNCo and ALN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the SEN policy
- the school's annual ALN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from Local Authority personnel and ESTYN inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

Review

The additional learning needs policy will be reviewed on an annual basis and any amendments or additions will be made accordingly. The headteacher is responsible for monitoring the policy to ensure that it is applied. The policy applies equally to all pupils in the school community regardless of gender, ethnicity, social circumstances and prior attainment.

ALNCo: Lucy Rowles

ALN Link Governor: Julie James

Chair of Governors: Joseph Cuff

Headteacher: Hayley Brady