

# Llwydcoed Primary School

## ALN Policy March 2024



Growing, Striving,  
Achieving and Believing

## **Introduction**

Llwydcoed Primary School is committed to developing the abilities and achievements of all pupils and will provide for each pupil, the best possible environment for learning. The additional learning needs of pupils are referred to in individual curriculum policy documents. All staff are committed to addressing the needs of children with additional learning needs. Many factors contribute to the range of difficulties experienced by some children and much can be done to overcome them by parents, pupils and staff working together.

## **Definition of ALN**

The new definition of ALN is as follows:

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

## **Definition of ALP**

If a pupil is considered to have ALN they must also be offered additional learning provision through the form of an IDP.

The new definition of ALP is:

- (1) "Additional learning provision" for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
  - (a) mainstream maintained schools in Wales,
  - (b) mainstream institutions in the further education sector in Wales, or
  - (c) places in Wales at which nursery education is provided.
- (2) "Additional learning provision" for a child aged under three means educational provision of any kind.
- (3) In subsection (1), "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

### **Our ALN vision and motto**

At Llwydcoed Primary School I will be given the support I need to feel safe, happy and confident. I will be treated fairly and will be listened to so my ideas can make a difference. I will be supported to make important friendships with children, and my teachers, who will all work together to help me become the best that I can be.

**'Being the Best We Can Be!'**

### **ALN aims of the school**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring ALN provision as early as possible
- To have in place systems whereby teachers are aware of such pupils
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, external agencies and the Local Authority
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision

### **Roles and Responsibilities**

The Governing Body are responsible for the overseeing of additional learning needs in the school. The Chairperson is responsible for ALN and ensures that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At Llwydcoed Primary the person responsible for ALN is Rhian Grundy.

### **The Additional Learning Needs Coordinator (ALNCo) - Miss Leah Harris**

The role of the ALNCo is:

- To provide professional leadership and management for pupils with additional learning needs throughout the school
- To improve standards and promote high quality teaching and learning for pupils with additional learning needs
- To monitor and evaluate the implementation of the curriculum and assessment policies and curriculum for pupils with additional learning needs
- To participate in the monitoring and evaluating of the quality of teaching and standards of achievement of pupils
- To create and maintain an effective partnership with parents and external agencies to improve children's achievement and personal and social development
- To ensure efficient and effective use of resources, and manage and organise accommodation efficiently and effectively to meet the needs of pupils with additional learning needs
- To co-ordinate the deployment of support staff to ensure appropriate classroom support for pupils
- To attend internal and external meetings regarding additional learning needs
- To complete referrals for pupils with additional learning needs
- To provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, and improve standards of achievement and for achieving efficiency and value for money.
- To contribute to the presentation of regular reports on the school's performance to Governors, Local Authority, local community and ESTYN

- To contribute to the establishments and monitoring of systems that keep parents well informed about the curriculum support strategies, children's progress, and encourages parents and other family members to contribute to achieving challenging targets for their children
- To work alongside the Assessment Co-ordinator and Intervention Lead using a range of data sources to set realistic yet challenging targets for pupils on the ALN register, analysing outcomes for individuals and groups. Use this information to implement appropriate curriculum and intervention programmes and identify priorities for the school development plan

### **Teaching Staff**

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with additional learning needs and will monitor their progress. All teachers are responsible for creating (IDPs) Individual Development Plans or any other document necessary to best support pupils with additional learning needs.

All staff will:

- be fully aware of the school's policy for identifying, assessing and making provision for pupils with ALN and be fully involved in the development of the policy
- provide access for these pupils to a balanced and broadly-based curriculum, including the National Curriculum, taking into account learning styles
- provide where necessary increased curriculum differentiation, adaptations to the curriculum, pastoral and behaviour support procedures according to individual pupils' strengths and weaknesses
- assess, record and report on the developmental progress and attainment of pupils
- liaise with the ALNCo, collecting information and contributing to oral and written assessments, leading to the development of IDPs
- develop good relationships with parents - communicating and consulting with them sensitively
- direct learning support assistants
- co-operate with outside agencies.

All support staff will need to work in unison with the class teacher for the benefit of the child.

### **ALN Provision**

At Llwydcoed Primary School we place ALN at the centre of everything and our curriculum is designed to ensure that the needs of all children are met. We ensure that we offer Universal Learning Provision (ULP) necessary to meet Children's needs and those considered to have additional learning needs. This is planned for in a timely, collaborative, consistent and equitable way through effective additional learning provision (ALP). Those with ALN are provided with detailed IDPs which describe the child's ALN and the ALP required to meet those needs. The views, wishes and feelings of children and young people form a central element of our IDP development through Pupil Centred Planning Meetings and emphasises the importance of children, their parents and young people participating as fully as possible in the decisions that are taken in relation to their ALN and the ALP provided.

### **Pupils Centred Planning Meetings**

A key principle for meetings is to take a person-centred practice approach. During and after meetings, the ALNCo should consider offering opportunities to the child, their parent to discuss the information and advice gathered. Where it is decided at the meeting that the child or young person does have ALN, in most circumstances we proceed to prepare the IDP in that meeting. This

will enable those attending the meeting to contribute their views towards the content of the IDP without unnecessary delay.

### **Developing a School Based IDP**

If it is decided that a child does have ALN a school based IDP is developed. An IDP is a document that contains a description of a child's ALN and the ALP that is called for by the child's difficulty or disability, and anything else required or authorised by or under Part 2 of the Act. It is a "plan" because it plans the action that must be taken, namely the ALP which must be secured for the child. It also provides a record against which a child's progress can be monitored and reviewed. Those responsible for maintaining an IDP should be mindful that the IDP only has value if it results in the successful implementation of provision that meets the needs of the child. The IDP is to be reviewed at least annually in a formal review meeting. If it is agreed that the school is unable to offer the appropriate provision for the child through a school maintained IDP an LA maintained IDP will be requested.

### **Developing an LA Maintained IDP**

If a local authority decides that it is necessary for it to prepare and maintain an IDP to meet the young person's reasonable needs for education or training, it will prepare an IDP for that person unless the person does not consent to the plan being prepared.

When preparing the IDP, the local authority will consider whether to seek advice from an external agency and it will consider the provision which may be appropriate for the young person.

### **Interventions and Boost Groups**

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed.

Indicators of inadequate progress may include:

- Making little or no progress
- Working at a level significantly below that of pupils of a similar age
- Showing persistent emotional/behavioural difficulties which are not affected by behaviour management systems
- Having sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experiencing communication and/or interaction problems, and making little progress despite experiencing a differentiated curriculum

The teacher and the ALNCo will consider the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. Formal observations of the child in the classroom or playground may occur at this stage, alongside specialist assessments, via a referral process.

### **Inclusion**

The Governing Body and staff at Llwydcoed Primary School are wholly committed to ensuring that our school is fully inclusive. The Governing Body will ensure that appropriate provision will be made for pupils with additional learning needs.

## **Assessment**

All children in Llwydcoed Primary School are assessed using a variety of methods: -

- By the class teacher observing, listening, discussing and marking
- Nursery / Reception Baseline Assessment
- National Tests in Numeracy, Reasoning and Reading (years 2 - 6)
- Salford Reading Tests
- MALT Maths Tests
- NFER Spelling Test

Children who appear to be experiencing difficulties may be assessed further.

In the assessment process we seek evidence of a child's achievements. It is important to make a careful selection of material to identify what is significant and provide continuity in the learning programme.

Evidence needs to be collected in order to report to parents effectively and also to ensure that if outside agencies need to be involved a clear picture of a child's difficulties can be presented.

## **Partnership with Parents**

Llwydcoed Primary School firmly believes in developing a strong partnership with parents and that this will enable pupils 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.

## **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 pupils:

- Educational Psychologists
- Speech Therapists
- Physiotherapists
- Specialist Teachers
- School Nurse
- Occupational Therapists
- Sensory Team
- Primary Mental Health Team
- Learning Support
- Behaviour Support

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

- The Local Authority
- Education Welfare Officer
- Social Services
- Resilient Families

### **Complaints Procedure**

The inclusive process of developing an IDP and our aim to take into account the views, wishes and feelings of the child or child's parent is intended to help to overcome concerns at an early stage and prevent disagreements from arising. Putting in place arrangements to avoid disagreements can help to build and maintain good relationships between all those involved in supporting the child. At Llwydcoed Primary we help to foster the understanding that the child or young person is central, with everyone working together to support the child.

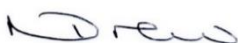
Where it has not been possible to prevent disagreements arising, the disagreements should be resolved as quickly and efficiently as possible. Early resolution of disagreements significantly benefits the child and can avoid unnecessary stress for the individuals and their family, for example if a matter ultimately has to be resolved by Tribunal.

The arrangements to resolve disagreements can help resolve the issues before they escalate further, and provide the opportunity to restore or improve the relationship between the child or child's parent and the school.

### **Evaluating the success of our ALN policy**

The Headteacher, ALNCo, Governors and staff will review the policy regularly. Information will be collated from the staff concerning their perceptions of the effectiveness of the policy. Information derived from the evaluation of the policy will be used and incorporated into subsequent planning and review. Any action taken will be included in the school development plan alongside any funding designated for special educational needs provision.

**Natalie Drew (Head Teacher)**



**Signed Chair of Governors:**



**Rhian Grundy**

**Date: March 2024**

**Review: March 2026**

