

**YSGOL CAERGEILIOG  
FOUNDATION SCHOOL**



*Persto et praesto*

## **Additional Learning Needs and Inclusion (ALN&I) Policy**

Ysgol Caergeiliog Foundation School is committed to developing the abilities and achievements of all pupils and will provide for each pupil, the best possible environment for learning. 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 support them by parents, pupils and staff working together.

### **ALN Reforms**

**In 2018 the Welsh Government's Additional Learning Needs and Education Tribunal Act received Royal Assent. This Act was due for implementation in September 2020 but this was delayed by The Welsh Government until September 2021. This Act sees many changes to the current ALN systems. The previous stages of ALN: School/Early Years Action, School/Early Years Action Plus and Statemented no longer exist. For statemented pupils, this stage will be replaced with Individual Development Plans (IDPs) as well as for some children who are currently at School Action Plus.**

**Schools have been part of transformation projects in collaboration with the Local Authority. At Ysgol Caergeiliog the ALNCo has undertaken some work with the Local Authority and works closely within our Cluster alongside the Cluster transformation lead. The LA continue to lead of the ALN Reforms keeping schools informed of gradual changes and further training.**

### **1 Introduction**

- 1.1** This Policy is reviewed and updated yearly in line with the Code of Practice.  
The Governing Body will review the equality impact assessment for this policy to monitor the outcomes and impact of the policy in line with equalities legislation.
- 1.2** The School provides a broad and balanced curriculum for all pupils. The Curriculum for Wales is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Some pupils have barriers to learning that mean they have additional needs and require particular action by the School.
- 1.3** These requirements are likely to arise as a consequence of a pupil having Additional Learning Needs (ALN). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils

and thus enable them to participate effectively in curriculum and assessment activities. Such pupils may need additional help or different help from that given to other pupils of the same age.

- 1.4 Pupils may have Additional Learning Needs either throughout or at any time during their school career. This Policy ensures that curriculum planning and assessment for children with Additional Learning Needs takes account of the type and extent of the difficulty experienced by the pupil.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have Additional Learning Needs, but may still have rights under the Disability Discrimination Act. We will assess each pupil as required, and make the appropriate provision, based on their identified needs.

## **2 Aims**

2.1 The aims of this policy are:

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

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

- 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 in their school career
- 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

### **3 Educational inclusion**

**3.1** In our School we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our School community. 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;
- require a range of different teaching approaches and experiences.

**3.2** Teachers respond to pupils' needs by:

- providing support for pupils who need help with communication, language and literacy;
- planning to develop pupils' understanding through the use of all their senses and of varied experiences;
- planning for pupils' full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **4 Additional learning needs**

**4.1** Children with Additional Learning Needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

**4.2** Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our School, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

**4.3** If our assessments show that a pupil may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Additional Educational Needs Coordinator (ALNco), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The ALNco will then take the lead in further assessments of the pupil's needs in accordance with the School's Provision Map.

- 4.4** *We will record, in an Individual Development Plan (IDP), the strategies used to support the pupil. The IDP will show the short-term targets set for the pupil, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.*
- 4.5** *If the IDP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, pupils will be seen in school by external support services. External support services will provide information for the pupil's IDP. The new strategies in the IDP will, wherever possible, be implemented within the pupil's normal classroom setting.*
- 4.6** *If the pupil continues to demonstrate significant cause for concern, a forum request /new panel request or request for a statutory assessment will be made to the LEA.*
- 4.7** In our School the ALN Co-ordinator:
- manages the day-to-day operation of the policy;
  - provides professional leadership and management for pupils with additional learning needs throughout the school ;
  - co-ordinates the provision for and manages the responses to pupils' special needs;
  - supports and advises colleagues;
  - oversees the records of all children with Additional Learning Needs;
  - acts as the link with parents;
  - acts as the link with external agencies and other support agencies;
  - monitors and evaluates the Additional Learning Needs provision, and reports to the Governing Body;
  - manages a range of resources, both human and material, to enable appropriate provision to be made for pupils with Additional Learning Needs;
  - contributes to the professional development of all staff.
  - To provide professional leadership and management for pupils with additional learning needs throughout the school
  - 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 attend internal and external meetings regarding additional learning needs
  - To complete referral forms 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 achievements and progress, and encourages parents and other family members to contribute to achieving challenging targets for their children

- To work alongside the Assessment Co-coordinator 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.

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 developing Individual Development Plans (IDPs) including Alternative Learning Provisions (ALP's), Individual Behaviour Plans (IBPs) or any other document necessary to best support pupils with additional learning needs. All staff will work closely with the ALNCo.

## **5 The role of the Governing Body**

- 5.1** The Governing Body has due regard to the Code of Practice and the criteria for Statutory Assessment when carrying out its duties toward all pupils with Additional Learning Needs.
- 5.2** The Governing Body does its best to secure the necessary provision for any pupil identified as having Additional Learning Needs. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the School's Policy for children with Additional Learning Needs. The Governing Body ensures that parents are notified of any decision by the school that ALN provision is to be made for their child.
- 5.3** The Governing Body has identified a Governor to have specific oversight of the School's provision for pupils with Additional Learning Needs. The 'responsible person' in this School is the Head Teacher. The Head Teacher ensures that all those who teach a pupil with a statement of Additional Learning Needs are aware of the nature of the statement.
- 5.4** The ALN Governor ensures that all Governors are aware of the School's ALN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1** The ALN Co-ordinator/ Operations Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the School, including the provision for children with Statements.
- 6.2** The Head Teacher informs the Governing Body of how the funding allocated to support Additional Learning Needs has been employed.
- 6.3** The Head Teacher and the ALN Co-ordinator meet annually to agree on how to use funds directly related to statements.

## **7 Assessment and Monitoring**

**7.1** 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. This process starts of the ALN Enquiry period.

**7.2** Early identification of pupils with ALN is a priority. The school uses a variety of screening and assessment tools and ascertains pupil progress through:

- Evidence obtained by teacher observations/assessment
- Their performance related to the progression steps in the Curriculum for Wales
- Analysis of data
- The ALNCo may then also use further screening tests in order to further identify pupils with ALN.
- Screening/ diagnostic tests
- Reports or observations made by the class teacher
- Information from parents
- Assessments conducted by external agencies

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by the class teacher through a differentiated curriculum
- Support from specialists within class or as part of a withdrawal programme
- In-class support from Teaching Assistants
- Specialist teaching e.g. Additional Learning Needs Specialist Teaching Team, Behaviour Support Service, Speech and Language Therapy etc.

**7.3** The class teachers and the ALN Co-ordinator assess and monitor the pupils' progress in line with existing School practices. This is an on going process.

**7.4** The ALN Co-ordinator works closely with parents and teachers to plan an appropriate programme of support.

**7.5** The assessment of pupils reflects as far as possible their participation in the whole curriculum of the School. The class teacher and the ALN Co-ordinator can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**7.6** The LEA seeks a range of advice before making a formal statement/ panel decision. The needs of the pupil are considered to be paramount in this.

### **7.7 Monitoring Pupil Progress**

Teaching pupils with ALN is a whole school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the range of pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support .Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvement in the pupil's behaviour .Where a teacher decides that a pupil's learning is unsatisfactory, the teacher should then adopt a graduated approach. Planning for intervention for the pupil, which should be reviewed after no more than a half term. If concerns around the pupils learning are still present the teacher will inform the ALNCo. The ALNCo and teacher will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through an IDP.
- If, after further consideration, a more sustained level of support is needed, it would be provided through a School IDP, Forum IDP or Authority IDP. Where concerns remain despite sustained intervention, the school will consider a requesting to the LEA Forum/Authority IDP. Parents will be fully consulted at each level of intervention. The school also recognises that parents have a right to request a Statutory Assessment.

### **Record Keeping**

- The ALNCo, along with the Class Teacher, will record and review the steps taken to meet pupils' individual needs. The ALNCo will maintain the records and ensure access to them. The ALNCo will oversee this process and ensure that any additional documentation is included within each individual child's file which is held in the ALNCo's room.

### **Early Years Action/ School Action**

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.

### **Individual Development Plans (IDP) and Individual Behaviour Plans (IBP)**

An IDP/IBP is written by the ALNco and class teacher. IDP's are overseen by the ALNCo, in consultation with the parents/guardians and pupils. These set out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The

targets are discussed with the child in age-appropriate language and the IDP/IBP is given to the parents. Copies of the IDP/IBP are also held by the ALNCo and class teacher.

The IDP/IBP will set targets for the child and will detail:

- the short-term target,
- how they will achieve the target,
- who will help them,
- evidence of target being met (dates and initial of teacher)
- when the plan is to be reviewed. The IDP/IBP will be reviewed at least once a year and the outcomes will be recorded. The ALNCo will then maintain records in order to monitor progress made.

**School request for a statutory assessment** For a child who is not making adequate progress, despite a period of support using a School IDP, the school may request a 'Statutory Assessment/ Panel request' in order for the Local Authority to determine whether it is necessary to issue a "Statement of Special Educational Needs" or an Authority IDP. This will always be with the agreement of parents and guardians. The school recognises that a request for Statutory Assessment does not inevitably lead to a Statement of Special Educational Needs. If the Local Authority agrees with the school, it collects information from all the people who have been involved with the child. From this, the Local Authority ALN and Inclusion Officer decides whether the child meets the criteria for a Statement of Special Educational Needs. A Statement of Special Educational Needs is a legally binding document which sets out the provision the child must receive to meet his or her additional learning needs. Each year the school must hold an 'Annual Review' with the parents/guardian, ALNCo, relevant members of staff and other external agencies that may be involved with the child. The aim of the Review is to:

- Assess the pupil's progress in relation to the pupil's targets
- Review the provision made for the pupil in the context of the Foundation Phase Curriculum/National Curriculum and levels of attainment.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue or amend the pupil's Statement
- Set new targets for the coming year

**Statements will now be phased out under the new Code of Practice and will be replaced by Authority Individual Development Plans.**

Year 6 reviews will take place in the Summer term, prior to the pupil transferring to their chosen Secondary School. A representative from the Secondary School will be invited to attend, thus enabling the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with the Secondary School staff. With due regard for the time limits set out in the Code of Practice for Wales, the ALNCo will forward a report of the annual review meeting, with any supporting documentation, to the Local Authority.

*Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions, may already have a Statement of Special Educational Needs when they start in the Early Years. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. If a child makes sufficient progress, a Statement of Special Educational Needs may be discontinued by the Local Authority*

## **8 Access to the curriculum**

- 8.1** All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet pupils' Additional Learning Needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** Individual Development Plans feature significantly in the provision that we make in the School. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. All pupils who were previously at School Action Plus/Early Years Action Plus have an IDP.
- 8.4** We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom. There are times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with parents**

- 9.1** The School works closely with parents in the support of those children with Additional Learning Needs. We encourage an active partnership through an on going dialogue with parents. Parents have much to contribute to our support for children with Additional Learning Needs.
- 9.2** The School Prospectus contains details of our Policy for Additional Learning Needs, and the arrangements made for these children in our School. The Governors' Annual Report to Parents contains an evaluation of the Policy in action. A named Governor takes a particular interest in Additional Learning Needs and is always willing to talk to parents.
- 9.3** We have regular meetings each term to share the progress of additional needs pupils with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Additional Learning Needs.

## **10 Pupil participation**

- 10.1** In our School we encourage pupils to take responsibility and to make decisions. This is part of the culture of our School and relates to pupils of all ages. The work in the Foundation Stage recognises the importance of pupils developing social as well as educational skills.
- 10.2** Pupils are involved at an appropriate level in setting targets in their IDPs and

are involved IDP review meetings. Children are encouraged to make judgements about their own performance against their IDP targets. We recognise success here as we do in any other aspect of school life.

### **Inclusion**

The Governing Body and staff at Ysgol Caergeiliog 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.

### **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with additional learning needs and has due regard for the practice advocated in the Code of Practice for Wales, in that,

‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission.’ (Code of Practice for Wales 1:42)

For pre-school admissions the ALNCo will meet with the LEA support advisor , parents and other relevant agencies through an Admissions meeting in order to ensure a child’s transition into Nursery/Reception is as smooth as possible.

### **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.

### **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 Psychologist
- Community Pediatrics
- Neurodevelopmental Pathways
- Speech Therapists
- Physiotherapists
- Specialist Teachers
- School Nurse
- Occupational Therapists
- Mental Health Team – CAMH’s
- ALN Team. In addition, important links are in place with the following organisations:
  - The Local Authority
  - Education Welfare Officer
  - Social Services
  - Golau Barnardo’s

- Team Around the Family
- **Complaints Procedure**

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

**Evaluating the success of our ALN policy** The Governing Body will report annually on the success of the policy and to facilitate this, we have identified specific objectives which are given under the 'ALN Aims of the school' at the beginning of this policy. The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review can be used to inform the School Development Plan.

## **11 Monitoring and review**

- 11.1** The ALN Co-ordinator monitors the movement of children within the ALN system in school. The ALN Co-ordinator provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The ALN Co-ordinator is involved in supporting teachers involved in drawing up Individual Development Plans for children. The ALN Co-ordinator and the Head Teacher hold regular meetings to review the work of the school in this area. The ALN Co-ordinator and the named Governor with responsibility for Additional Learning Needs also hold termly meetings.
- 11.3** The Governing Body reviews this Policy annually and considers any amendments in the light of the annual review findings. The ALN Co-ordinator reports the outcome of the review to the full Governing Body.

**Signed:**

**Date:**

Additional Learning Needs (ALN) Policy

- *This policy will be reviewed yearly or earlier if required.*