

ALN POLICY

Responsibility:	L E Pownall
Review:	Sept 2021

Llantwit Major Additional Learning Needs (ALN) Policy

Contents

Section	Sub Sections	Page Range
1	Compliance Admissions Introduction	3
2	The ALN Aims of the School Identifying Additional Learning Needs Areas of ALN Pupil Support Factors which have an impact on progress and attainment	4 - 6
3	Early Identification Monitoring Pupil Progress English as an Additional Language	7
4	Roles and Responsibilities: The Governing Body The school Team The ALNCO The Subject Teacher Training Teachers Learning Support Assistants	9- 11
5	A Graduated Approach to ALN Support School Action School Action Plus Individual Development Plans One Page Profiles (OPP) Request for Statutory Assessment Review of Statements	12 - 16
6	Involvement of Specialists Criteria for Exiting the ALN Register Supporting Students at School with Healthcare Needs Accessibility Monitoring and Evaluation of ALN Provision Dealing with Complaints	17 - 18

Section 1

Compliance

This policy complies with the statutory requirements and has been written with reference to the following legislation, guidance and documents:

- Equality Act 2010
- Welsh Guidance on Specific Learning Difficulties Framework (2015)
- Supporting Learners with Health Care Needs (March 2017)
- Professional Standards for teaching and leadership (2018)

Note regarding the ALN Bill

The school will work alongside the Local Authority to gradually implement the changes required in line with the Additional Learning Needs and Education Tribunal (Wales) Bill 2017.

It is expected that the code and all subordinate legislation will be in place by the end of January 2021. Implementation training will be rolled out in 2020 and the new system will be expected to go live from September 2021.

Our policy will be reviewed to meet the requirements of the ALN code in due course.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in that *‘All schools should admit pupils already identified as having 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 applicants for admission.’* (CoP 1:33)

Introduction

All teachers are teachers of students with additional learning needs. Additional Learning Needs are therefore a whole school issue that requires a whole school approach.

Llantwit Major School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. We utilise strategies, methods and tools to present learning opportunities to children and carefully differentiate tasks and outcomes to match individual needs.

Additional Learning Needs in Llantwit Major is managed by Mrs Tracy Bennett, who is our ALNCo (Additional Learning Needs Co-ordinator).

Section 2

The 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 needs and ability of the individual
- To maintain the mainstream status of pupils with an ALN wherever possible whilst providing an appropriate educational pathway.
- To ensure the identification of all pupils requiring ALN provision as early as possible in their school career
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents and all relevant stakeholders of pupils with an ALN are kept fully informed of the progress and attainment of their child
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision
- To ensure that pupils' views/voices are taken into account.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe that pupils will be helped to overcome their difficulties.

We work towards these objectives by:

- Co-ordinating ALN provision that is integrated across the school by our ALNCo and the Pastoral team.
- Monitoring and reviewing pupil progress across the curriculum using assessment and whole school monitoring systems to ensure that high expectations and aspirational targets are maintained and progress is being made.
- Regular CPD (Continued Professional Development) and advice for all staff working with pupils with additional learning needs, giving staff additional training on methods and programs relating to ALN on a regular basis.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if families have a particular ALN concern that they do not feel is being adequately addressed by current arrangements. This procedure is set out in this Policy.

Identifying Additional Learning Needs

Definition of Additional Learning Needs

A child has additional educational needs if he or she has a learning difficulty or disability, which requires special educational provision to be made for him or her, namely, that which is additional to or different from the normal adaptations that are made.

A child has learning difficulties if he or she:

- Has a **significantly** greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA (Local Education Authority)

Additional learning provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the local education authority (Section 312 of the Education Act 1996)

Areas of ALN

Pupils' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment. The four key areas of ALN are:

Communication, ASD and Sensory
Behavioural, Emotional, Social difficulties
Complex Medical and Physical
Cognition and Learning

The SEN Code of Practice recognises that all children are unique and that fixed categories of additional educational needs cannot reflect the diversity of need in many young people.

For some children, ALN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop.

Pupil Support

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from learning support assistants or specialist staff.

All pupils identified as having an ALN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with Statements of ALN are supported in class according to the requirements of their Statement. Any additional adult support is carefully managed.

If a pupil does not have a Statement with 1:1 hours written into it, individual in-class support is not routinely offered; however, this may be considered in extreme cases if deemed

necessary. In all cases, we ensure that strategies to support pupils who have been identified with ALN are included in their ALN Individual Education Plan.

Factors, which can have an impact on progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for schools provided under current Disability Equality legislation – these alone do not constitute ALN)
- Attendance and Punctuality
- Health and Wellbeing
- English as an Additional Language
- Being in receipt of Pupil Development Grant
- Being a Child Looked After
- Being a child of Service personnel
- Behaviour

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a student being recorded as having ALN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN. Any concerns relating to a child or young person’s behaviour will be explored in light of an underlying response to a need, which may not be being addressed.

In deciding whether to make special educational provision, the class teacher and ALNCo will consider all of the information gathered from within our school about the pupil’s progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their families to determine the child’s strengths and difficulties.

Section 3

Early Identification

The school can use the following methods of identification:

- Transition information received by the school from our feeder Primary schools.
- Data provided by FFT (Fisher Family Trust)
- Evidence obtained by teacher observation/ assessment.
- N.C. (National Curriculum) performance judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- National literacy, numerical reasoning and procedural tests
- Standardised screening /diagnostic tests
- Information from parents
- External exam results
- The quality of work
- Developmental checklists
- Assessments from other agencies
- Behavioural and social emotional questionnaires and standardised tests

Monitoring Pupil Progress

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
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- 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 improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a pupil's learning is unsatisfactory, the ALNCo is the first to be consulted. 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 School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise

from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In some cases input from the LA Specialist EAL service may be required including the use of a translator, especially if parents do not speak English.

Section 4

Roles and Responsibilities

The Governing Body is responsible for:

- Appointing a member of the Governing Body or sub-committee with specific oversight of our school arrangements for ALN and disability.
- Ensuring that there is a qualified teacher designated as ALNCo for our school.
- Taking account of ALN pupils when planning all matters for our school as a whole. The Governing Body believes that good ALN provision benefits all students.
- Working with the Head teacher and ALNCo to determine our school's general policy and approach to provision for children with ALN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require ALN support.
- Considering ALN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in our school's self-review and continuous improvement plans.
- Publishing information on the school website about the implementation of their policy for students with ALN, which will be updated annually or when information changes.

The Senior Leadership Team is responsible for:

- Regularly reviewing how expertise and resources used to address ALN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for students with ALN, and the progress made by pupils.
- Identifying any patterns in the identification of ALN both within our school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The Role of the ALNCo

The ALNCo plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with ALN
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents/carers of pupils with ALN
- Making a contribution to INSET and staff meetings
- Liaising with external agencies, LEA support services, Health and Social Services, Careers Wales, and voluntary bodies

- Maintaining the ALN Register
- Identifying the nature of the difficulties that pupils are experiencing
- Keeping teachers informed
- Liaising with feeder schools
- Providing advice to departments regarding differentiated materials/resources/ALN equipment eg. reading pens, overlays, headsets
- Managing provision of in-class support and withdrawal for pupils with identified SEN/ALN
- Providing details of strategies used in supporting pupils with ALN
- Providing baseline information for setting purposes
- Liaising with Leaders of Learning and Senior Leaders on ALN issues
- Meeting regularly with pastoral staff, support staff and line manager
- Ensuring Exam Access Arrangements are in place for all pupils who meet criteria and liaising with Examinations Officer accordingly
- Keeping the Governing Body informed of ALN related matters.

The Role of the Subject Teacher

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

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, ALN pupils
- Collaborating with the ALNCo to decide the action required to assist the pupil to progress
- Working with the ALNCo to collect all available information on the pupil
- In collaboration with the ALNCo, develop IDPs (Individual Development Plans) for ALN pupils.
- Working with ALN pupils on a daily basis to deliver the individual programme set out in the IDP
- Developing constructive relationships with parents
- Being involved in the development of the school's ALN policy

Training Teachers

At Llantwit Major School our teachers access high quality ALN training to enable them to support students. They are supported by experienced LSAs who also have expertise in a range of areas including literacy, numeracy, speech and language, occupational therapy, visual impairment, hearing impairment and Autistic Spectrum Disorders.

Whole school in-house training sessions are arranged, as appropriate, in response to particular needs within our school. The current focus is on preparing all staff for the new ALN Bill. The ALNCo participates in the Regional Implementation Plan. The ALNCo runs ALN Staff Training for both teachers and LSAs covering the legal provisions necessary to commence

the ACT and to provide for transition from SEN to the ALN system, which includes the following areas:

- Making the best use of Teaching Assistants
- School Readiness for the ALN ACT
- Person Centred Practice
- ALNET ACT rights and responsibilities

Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with ALN within the class.
- Implementing and managing the differentiated programs prepared by the teachers/ALNCo.
- Monitoring and feeding back progress to teachers/ALNCo on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including ALN IEP (Individual Education Plan) Plans and Statements.

Section 5

A Graduated Approach to ALN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have ALN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Llantwit Major School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

The Code of Practice advocates a graduated response to meeting pupil's needs. When they are identified as having ALN, the school will intervene through School Action and School Action Plus as described below.

School Action

School Action is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the ALNCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes.

Use of Support Staff Within School Action

ALNCO: Outline provision e.g. withdrawal time, area of expertise

ALN LSA: Time and provision

Nature of Intervention

Llantwit Major School is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this.

The ALNCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training
- Deployment of extra staff to work with the pupil

There are a wide variety of additional interventions which can be used to support pupils. These include:

- Catch Up Literacy
- Catch Up Numeracy
- Toe by Toe
- Accelerated Reader
- Speech and Language Groups
- Talkabout
- Nurture
- ELSA

Additional interventions are also offered depending on the need of the student.

Where necessary, this additional support is provided through small group or 1:1 intervention where students will be withdrawn from non-core lessons for the period of the intervention, usually by a fully trained Learning Support Assistant.

School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the ALNCo after full consultation with parents. External support services will advise on targets for an IEP and provide specialist inputs to the support process.

Individual Development Plans

Strategies for pupils' progress will be recorded in an IDP (Individual Development Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

The IDP (which will replace Statutory Statements under the new ALN Bill) will record only that which is different from or additional to the normal differentiated curriculum and provision, and will concentrate on two or three individual targets that closely match the pupil's needs. The IDPs will be discussed with the pupil, parent/carer and any other relevant stakeholders. IDP's will be reviewed appropriately.

One Page Profiles (OPP)

A one-page profile gives a shared understanding about the child, built from the knowledge of the child, the family and friends and teaching staff. The IDP template will include a one-page profile to ensure that IDPs reflect the pupil's needs and personality, including what is important to and for them. The pupil's, parent's/carer's and teacher's views will be recorded on a 'one page profile' detailing what everyone 'likes and admires' about the pupil 'what's important to' the pupil and 'how to support ' the pupil now and in the future. Wherever possible, the pupil should be happy with the content. This process is on-going, in readiness for the new ALN Code of Practice.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

Request for Statutory Assessment

Statements are, in many cases, issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of the cases the Local Authority may be requested to make a statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via our school's normal provision. Assessments are a lengthy and intensive process requiring detailed information

and evidence from all the involved parties (families, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the Local Authority in no more than 26 weeks.

Any Statement issued is specific to a particular need to meet clearly defined objectives and the Local Authority provides additional resources to meet these needs. The Statement is reviewed annually and families will always be involved in monitoring progress.

The school may request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IDP
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- FFT predications & teacher assessments
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents / carers
- The views of the child as far as possible
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals
- The quality of work
- Developmental checklists
- Assessments from other agencies
- Behavioural and social emotional questionnaires and standardised tests
- Standardised Screening /diagnostic tests

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision in addition to the extensive support already provided by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term

- Established through parental/pupil consultation
- Set out in a pupil centred plan
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Reviews of Statements

Statements must be reviewed annually. The LEA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher/ALNCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The ALNCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the Headteacher considers appropriate
- The aim of the review will be to:
 - Assess the pupil's progress.
 - Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
 - Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
 - Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve Careers Wales. The school recognises that the responsibility for such Transition Plans lies with the Headteacher/ALNCo.

With due regard for the time limits set out in the Code, the Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of ALN.

Note:

The LEA are moving to a position that any new requests for Statutory Assessments will be addressed with an LEA maintained IDP. It is the intention of the LEA that some statements will be transferred to an LEA maintained IDP.

Section 6

Involvement of Specialists

Llantwit Major School has access to a number of professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists.

The referral process varies according to the agency. Nevertheless, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for **a minimum of two terms** before any referral will be considered.

In some cases, families choose to have their children assessed privately for learning difficulties/disabilities. While our school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. The school follows strict Local Authority guidelines as to what scores are considered within national averages.

Criteria for Exiting the ALN Register

As a pupil starts to make adequate progress (as outlined in the SEN Code of Practice), support will gradually be reduced. Where for two terms or more a pupil continues to make adequate progress without the requirement for provision that is additional to or different from, the pupil will be removed from the ALN register. Their progress will continue to be carefully monitored and reviewed regularly.

Supporting Students at School with Healthcare Needs

Llantwit Major School recognises that pupils at school with Healthcare Needs should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may also be disabled and where this is the case, we will comply with the Equality Act 2010. Some may also have ALN and may have a Statement, which brings together health and social care needs, as well as their special educational provision.

Accessibility

Facilities:

Llantwit Major School is fortunate in having a modern building, which incorporates ramps, accessible toilets and lifts and is therefore usable by children with physical disabilities and those using wheelchairs.

Monitoring and Evaluation of ALN Provision

ALN provision is evaluated and adjusted regularly. This is done by:

- Classroom practice being monitored by the Senior Team (SLT), ALNCo and Leaders of Learning
- Analysing pupil tracking data
- Comparing value-added data for students on the ALN register
- Meetings of families and staff to plan outcomes and recognise progress or shortfalls

- Looking at how effective the ALN provision has been in relation to the resources allocated
- Monitoring of procedures and practice by the ALN Governor
- Annual School Self Evaluation processes and heightened importance in the School Development Plan, in line with preparing Llantwit Major for the New ALN Code of Practice.
- Other Local Authority visits, meetings and inspections, which enable our school to compare provision to other schools and help identify best practice.

Dealing with Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if families are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the Progress leader or ALNCO. Should the matter still not be addressed satisfactorily then the parent should refer to our school's Complaints Policy.