



Polisi Anghenion Dysgu Ychwanegol
Ysgol
Henry Richard 3-16
Additional Learning Needs Policy

CADY/ALNCO : Mrs Nia Jakubowski

Llywodraethwyr a chyfrifoldeb ADY / Govenor with responsibility for SEN: Miss Kiri Wood

Ysgol Henry Richard prioritises supporting all pupils regardless of the difficulty, in a caring, supportive and inclusive atmosphere.

The school is a setting that strives to ensure the best care, prioritising the emotional and physical well-being of each individual.

The New ALN Code 2021

The new ALN Code took effect from September 2021, with an implementation period of three years. The new ALN system applies to all children up to and including year 10 who are thought to have, or newly identified as having, ALN. From January 2022, the ALN system commenced for children up to and including year 10 who were SA, SAP (including SAPRA) and attended nursery, school or PRU on 1st January 2022. This was a phased implementation for children in the following mandated years: Nursery 1, Nursery 2, and years 1, 3, 5, 7 and 10. The time available to move children who were due to move to the ALN system between January 2022 and August 2022 was extended to July 2025. All pupils who remain on the SEN system will transfer to the ALN system by July 2025. While on the SEN system they will continue to receive Individual Education Plans (IEPs) outlining their targets and the school support required to meet these targets.

Revised ALN Implementation Timeframe

Academic Year	SA/SAP/ SAPRA													Statement of SEN															
2021-2022		Nurs Yr 1	Nurs Yr 2	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10		Nursery	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	
															Not applicable														
2022-2023		Nurs Yr 1	Nurs Yr 2	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11		Nursery	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
2023-2025		Nursery	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11			Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	

N.B. All learners with IDPs will need to have an IDP review meeting at least once a year during this period in addition to those transferring to the ALN system for the first time.

Key:		Transfer to IDP and ALN system during this academic year
		Do not transfer (unless needs are identified for the first time or parents request an early transfer)
		Transfer period extended over a second year. Where IDPs are already in place an IDP review will be required
		Have already transferred and will need IDP reviews
		Not applicable

The definition of Additional Learning Needs (ALN)

This school policy adopts the definition of ‘additional learning needs’ (ALN) as given in the ALN Code:

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 a 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.

The definition of additional learning provision (ALP)

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.

School Decision Making Process

1. Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

- i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs.

If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test. If the answer is 'no' to both questions, the child or young person does not have ALN.

2. Does the learning difficulty or disability call for ALP?

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

The decision-making process

Where a parent/carer is concerned that their child may have an additional learning need, the school should be informed. This may be through a meeting, telephone call or email.

If a parent has a general concern about progress in learning, the Head of Phase should be involved in the first instance to establish whether inclusive provision can resolve any difficulties. It is only when a learning difficulty is identified as being ongoing and existing interventions have not resulted in any improvement that a pupil would normally be considered for further exploration of whether there are underlying additional learning needs.

Once the school has been informed of the concern, this marks the start of a decision-making process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

IDP (Individual Development Plan) :

Some pupils with Additional Learning Needs, as set out in the new ALN Code, will require an Additional Learning Provision (ALP) specified in the IDP. The IDP sets out the roles and

responsibilities of all the agencies in terms of meeting the child's needs (when and how) and how they will work coherently to achieve the goals/results set out in the IDP. The process of writing and revising an IDP at Ysgol Henry Richard is as follows:-

- Assess and identify pupils with Additional Learning Needs using a range of qualitative and quantitative information after a period of monitoring.
- Gather information about pupils' strengths and areas of need using Person-Centred Planning Methods
- Hold a Person-Centered Review Meeting with the family and the agencies involved and review what is working well and what needs improvement and then agree on outcomes and specific actions to achieve those results.
- The pupil's voice is at the center of the meeting.
- A draft IDP is written and sent to Parents for review within the timeline set out in the ALN Code. If agreed, then the IDP is published and then shared with all relevant staff.
- The LA is informed of the IDP and this is recorded on Teachers' Centre.
- The IDP is reviewed annually

Ceasing to maintain an IDP

The school will no longer have a duty to maintain an IDP if the school decides that the young person no longer has ALN, and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a young person's needs.

The school's duty to maintain an IDP will end if the young person ceases to be a registered pupil at the school.

In some cases, the duty to maintain the IDP may transfer to the Local Authority.

Aims of the ALN Department

Giving every opportunity to develop each pupil's true potential is essential in our department. All pupils have the right to a broad and balanced curriculum with full access to the National Curriculum where relevant. Every child is valued, and their self-worth is promoted. A close relationship is fostered with parents / carers who play a very important role in their child's education.

The Aims of the ALN Department

The aims of our department are:

- To identify and monitor the individual needs of our pupils as soon as possible so that we can provide for them and raise their achievement within their capacity.
- To plan an effective curriculum to meet the additional needs of our pupils and, where appropriate, to ensure that the targets of the Individual Development Plan (IDP) are specific, measurable, within the individual's ability, realistic and are delivered within a specified time

- To work closely with the parents / carers of pupils who have additional learning needs
- To ensure that everyone involved with our pupils is aware of the procedures to identify their needs as well as the strategies to support them and to teach them effectively
- To collaborate closely, where appropriate, with external agencies to support the needs and provision of pupils with additional learning needs.

The role of the ALNCo

The role and responsibilities of the ALNCO includes:

- overseeing the day-to-day operation of the school's ALN policy;
- coordinating provision for young people with additional learning needs;
- liaising with and advising school staff to assist them in identifying, assessing and planning for young people's needs and ensuring that they make progress in line with their ability;
- managing teaching assistants within the department;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff including contributing to the in-service training (INSET) and professional development of staff;
- overseeing the records of all young people with additional learning needs;
- hosting reviews of pupils with ALN
- attending transition reviews of year 6 pupils likely to transfer to Ysgol Henry Richard and preparing a information for staff on pupils' needs (to be updated at the beginning of each new academic year);
- writing applications for submission to the LA Additional Learning Needs Panel;
- ensuring that parents/guardians are notified of a decision by the school that ALN provision is being made for their child;
- liaising with parents/guardians of young people with additional learning needs and ensuring that they are given clear guidance about how they can support their child's educational needs;
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies;
- liaising with external agencies, support services, health and social services, and voluntary bodies;
- organising access arrangements for all examinations, including collating evidence for each candidate's file, assessing candidates and applying for arrangements via the exam board portal.

The Role of the Governing Body

The Governing Body of the School, in collaboration with the Headteacher, will:

- Maintain a general overview of the school's ALN provision ensuring that a high level of provision is available for ALN pupils and that the school provides for ALN pupils according to the New ALN Act.

Inclusive Learning Provision

The school will endeavor to provide a wide package of inclusive learning provision to support the learning needs of all pupils, therefore for some pupils who do not reach the threshold to be defined as having additional learning needs (as defined in the Code), the school will continue to support their learning through inclusive provision. This will include differentiation at classroom level. Pupils' progress will continue to be monitored termly by teaching staff and headteachers and any matters of concern will be referred to the ALNCO as necessary.

Examples of Inclusive Learning Provision available at Ysgol Henry Richard

This is not an exhaustive list but shows examples of the inclusive provision across the curriculum in the school.

- Differentiation in the classroom – there are a wide variety of specific ALN strategies available to staff. Where more tailored strategies are required, these can be included in the pupils 1 Page Profile
- Writing frames, words lists, word mats, sentence starters, number squares etc.
- Multisensory teaching and learning
- Variety of teaching strategies for mixed ability classes
- More visual aids/modeling
- Access to Hafan
- Access to a supportive adult
- Pastoral support
- Access to counselling
- Access to youth workers and mentors
- Rewards and Praise
- Form tutor – daily contract
- Coloured Overlays
- Assistive technology (e.g. laptop/i-Pad).
- Flexibility and Sensitivity (e.g. rest breaks)
- Exam Access arrangements

Admission and transition arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought where appropriate.

The school ALNCo liaises closely with primary schools that are transferring pupils. The ALNCo attends the Person centred Meetings of pupils in year 6 with ALN. Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis during transition days and/or additional visits to ease transition

Professional Development

The ALN coordinator will monitor and evaluate provision in order to identify, with the headteacher's input, the professional development needs of our staff. Where appropriate this will be linked to the School Improvement Plan and/or Performance Management objectives. Staff who attend courses will cascade the information during staff meetings or departmental meetings. The effectiveness of professional development will be monitored and evaluated by the ALNCo with reference to this in the department's self-evaluation. The ALNCo will meet termly with the LA additional needs service and other schools' ALNCOs.

Links with Parents and Carers

As a department, we strongly believe that the input of parents and carers is crucial to the success of our pupils. We have an open door policy. Parents are welcome to call or visit the school to discuss concerns or progress. Parents are also welcome to email the ALNCo JakubowskiN9@henryrichard.ceredigion.sch.uk or the headteacher PughD22@henryrichard.ceredigion.sch.uk

Links with LA Support Services and External Agencies

Ysgol Henry Richard works closely with the LA's support services and external agencies to ensure that we provide appropriately for pupils with additional learning needs. If it is necessary to contact external agencies, the ALNCo will, as usual, make the necessary arrangements and discuss with parents/carers. The agencies may include:

- Speech and Language service
- Ceredigion Educational Psychology Service
- Ceredigion Advisory Service for English as an Additional Language
- Ceredigion Young Offender Service (Youth Justice)
- Tîm Plant Anabl
- Ceredigion Behaviour support Team
- Occupational Therapy service
- Physiotherapy Service
- Diabetes Nurse service
- School Nurse Service
- Vision and Hearing impaired (Ceredigion Advisory Service)
- CAMHS - Child & Adult Mental Health Service
- Team Around the Family
- Careers Wales
- Social Services

Complaints procedures

If parents/carers have a complaint regarding their child's provision this should be discussed with the ALN coordinator in the first instance. If this is not successful, the school's formal complaints procedure should be followed.

Policy Review date : September 2024

Date of next Review: September 2025

Headteachers' Signature :-

Chair of Governors Signature:-