

Ysgol Y Grango

Additional Learning Needs (ALN) Policy



Date of last review	October 2022
Date of next review	October 2025
Review Schedule	Three years
Leader of Policy	ALNCO

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1 School Vision

On 23rd March the ALN Code and regulations were approved by the Senedd. Along with the ALN Act 2018, the code and regulations will create the statutory ALN system in Wales.

The ALN system aims to transform the expectations, experiences and outcomes for children and young people with ALN.

From September 2021 the ALN system will come into force over a three-year phased implementation period.

As a consequence of the new Additional Learning Code becoming operational from September 2021 this policy has been amended to reflect the current provision.

The Additional Learning Team supports the right of all pupils to access the curriculum regardless of their ability. At Ysgol y Grango, we are determined to meet the educational needs of all our pupils in Secondary school.

All pupils, whether they have additional learning needs or not, must have equal opportunity to participate in the full curriculum of the school and all activities.

Everyone in the school community – governors, staff, pupils, and parents – have a positive and active part to play in achieving this aim:

- **Governors** – by fulfilling their statutory duties to pupils with additional learning needs, by securing appropriate resources, by establishing a policy which has a regard to the Special Educational Needs Code of Practice for Wales.
- **Staff** – by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Additional Learning Needs Coordinator (ALNCO), pupil, parents, and other agencies and by participating in appropriate training.

- **Pupils** – by having their views about their own needs regularly sought and carefully considered and all pupils treating their peers and teachers with respect.
- **Parents** – through consultation and by working in partnership with the school to help meet their child's needs.

A child is considered to have additional learning needs if s/he has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if:

- They have a greater difficulty in learning than the majority of children of her/his age.
- They have a disability that either prevents her/him from making use of educational facilities of a kind generally provided in LA schools for children of their age.

This policy is a whole school policy and is based on the requirements of the Code of Practice for Wales.

2 Additional Learning Needs Roles and Responsibilities

Additional Learning Needs Coordinator: Mrs K Sharpe
ALN Governor: Mrs D Jones
SLT Link: Mrs C Williams

Staff:

Resource Provision Teacher
ALN Admin/Learning Support Coordinator

Teaching Assistant's:

Twelve Teaching Assistants

3 Arrangements for coordinating the School's Additional Learning Needs Provision

Role of the Additional Learning Needs Coordinator:

- To oversee the school's Additional Learning Needs Policy
- To coordinate provision for pupils with additional learning needs / ALN, including small group and individual support.
- To supervise support staff involved in the support of pupils
- To maintain the school's ALN register with resourced provision teacher
- To liaise with subject teachers on all pupils with additional learning needs, as part of the pupils One Page Profiles.
- The ALNCO has responsibility for overseeing writing of IEPs in the Secondary school
- To work in partnership with the parents of children with additional learning needs
- To contribute to the training of staff and governors as required
- To provide advice, support and guidance aiding subject teachers to assess to meet the needs of students with learning difficulties.
- To liaise and work in partnership with external agencies, including the Educational Psychology Service, ESW service, Behaviour Support Team, Child Protection Service, Social Services, Speech and Language Team, Sensory Service and Health Service, as well as medical and voluntary organisations

- To liaise with the LA when they conclude that a pupil at the school has special educational needs and to be responsible for ensuring that all the appropriate people know about that pupil's needs.
- To meet regularly with the Headteacher, Learning Leaders and Primary Staff
- To share information and discuss the pupils tracking system with L Group
- To attend any ALNCO training/ meetings organised by the LA
- Ensure annual reviews/ person-centred planning reviews are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of ALN issues.
- Stimulate and facilitate through curriculum development.
- Regularly review and monitor ALN provision
- Provide all annual reports for the Governors report to parents.

Role of the Deputy Headteacher

- To oversee the work of the ALNCO, ensuring that the Code of Practice and other statutory and school requirements are being met
- To ensure that adequate training is provided for ALNCO and teaching staff
- To ensure that adequate resources are made available
- To act as line manager and review the performance of the ALNCO

Role of the subject or class teacher

- To help identify pupils with learning needs
- To plan lessons with regards to the needs of each pupil and differentiate as necessary
- To assess and record whether progress is being made and set targets in light of this
- To be aware of each pupil's area main area of need and plan opportunities within lessons for pupils to make progress towards their One Page Profile, Outcomes and Small Step Targets

4 Transfer Arrangements for Pupils with Additional Learning Needs

The school, adheres to the admission policy of the LEA, these are also in line with the agreed procedures adopted by the governors and therefore has no special provision under admission arrangements for limiting or promoting access for students with additional needs who are without IDP's/Statements. It does, however, endeavour to provide appropriate support for students with a range of additional learning needs.

In the case of pupil with an Individual Development Plans, the ALNCO will work closely with the LA and other professionals in coming to a decision about the most appropriate provision for those pupils. There is an expectation that pupils with Individual Development Plans will be included in mainstream education whenever possible.

The school also aims to provide for pupils not previously identified as having additional learning needs.

5 Facilities for Pupils with Additional Learning Needs

One room is set aside as Resourced Provision. In addition, pupils receive one to one and small group work in other rooms available such as the Nurture/ALN workroom. In class support is also prevalent. Quiet room to be accessed by all ALN pupils.

The school has provided some access for disabled students through ramped access to particular buildings and specialist toilet facilities. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

6 Identification, Assessment, Monitoring and Review Arrangements

Primary School

The ALNCO will liaise on a regular basis with feeder primary staff regarding ALN provision. Close contact is maintained between feeder primaries via HLTA visits.

Identification, Assessment and Provision

Pupils identified as having ALN are integrated into mainstream classes where possible. Every effort is made to ensure that they enjoy a balanced curriculum and are integrated into all aspects of the school.

All teachers are responsible for helping to identify pupils with ALN.

Targeted Universal Provision for identified students need to be completed in the Autumn Term and Spring Term (in consultation with parents) and reviewed at the end of the Summer Term via school reporting system.

Early Identification

Early identification of pupils with ALN is a priority. Evidence will be provided by teacher observation, school tracking systems/ testing and ALN assessment. Referrals from Health/Social Services may occur. Transition checklist sent out to all cluster primaries.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Where teachers decide that a pupil's learning is unsatisfactory. ALNCO and Learning Support Coordinator is notified through the ALN referral form and interventions are put in place.

The Code of Practice for Wales advocates a graduated response to meeting pupils' needs. Where support in addition to that of normal class provision is required, it will be provided through Universal Provision. If, after further consideration, a more sustained level of support is needed, it would be provided through Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a statutory assessment.

The ALNCO will oversee maintenance of records and ensure access to them. The records will include the pupils profile and information regarding progress and communication with other agencies.

In addition, further information will be found on the school management information system SIMS.

Targeted Universal Provision

Strategies for pupils' progress – these include:

- Small step targets
- teaching strategies

- provision made
- date for review
- expected/unexpected outcomes

Support is provided by the LA when appropriate, as well as support from outside agencies, Speech and Language, assessments, and reports from Educational Psychologists.

Secondary School

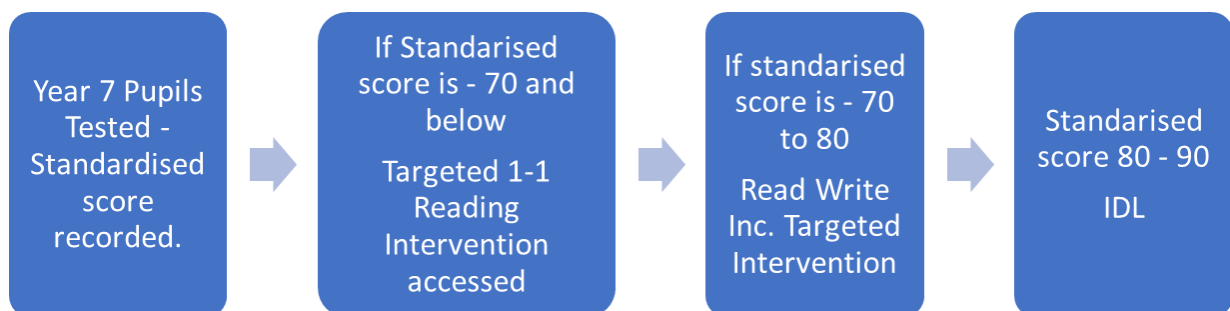
Transition/Year 7

In the summer term prior to arrival at Ysgol y Grango, the ALNCO will have discussions with feeder Primary Coordinators and Transition Lead at Ysgol y Grango regarding those pupils not reaching level 4 and those students on Universal Provision, Targeted Universal Provision and Individual Development Plans aim is to ensure continuity of provision on transfer and collect as much relevant information as possible.

All relevant information is collated by the Transition Lead. Consideration is given to:

- Academic ability
- Personality, to include friendship groups

During transition, year 6 pupils will complete a Lucid Exact Assessment which will determine if a pupil requires intervention in the form of a Targeted Universal Intervention.



The above flowchart shows how the pupils with below average standardised scores are supported by the ALNCO and Learning Support Coordinator. The ALNCO and Learning Support Coordinator, highlight pupils with a standardised between 90-100 to the Head of the English Faculty. Universal Interventions and support are then put in place within English and Library lessons.

Learning Support Interventions include:

- IDL Literacy
- IDL Numeracy
- BKSB Literacy
- BKSB Numeracy
- Read Write Inc
- 1-1 Targeted Reading
- Secure Maths
- Handwriting
- Sports

- ELSA
- Drawing and Talking
- Lego Therapy
- Social Skills
- Body Language
- Nurture
- Speech and Language

7 Access to the Curriculum, Information and Associated Services

Once the learning objective is defined, a class/subject teacher can seek advice from the ALNCO/Learning Support Coordinator on strategies which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class or subject teacher to assess whether the objective has been achieved.

Schemes of learning will take account of the need for teachers to plan individual lessons of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach a pupil with Additional Learning Needs will be informed of the pupil's needs by the ALNCO. If there is essential medical information, or a pupil requires treatment or management that is different from that normally given to other pupils, the ALNCO will ensure that all who are likely to come into contact with the pupil are appropriately informed.

The Code of Practice is based on two main principles:

- Provision for a child with additional learning needs should match the nature of their needs
- There should be regular recording of a child's additional learning needs, the action taken and the outcomes.

The Code of Practice lists the different ways in which adequate progress can be defined.

Identified students at Key Stage 4 may be allowed to have a reduced timetable. This will be agreed on by the pupil, parents, subject teacher, Headteacher, and ALNCO.

Differentiation takes place across all curriculum areas. Study skills support is available for pupils in Years 10 and 11 through HLTA's and Learning Support Coordinator.

ALN/Nurture Key Stage 4 Options:

- Enrichment Courses
- SWEET
- 3D Design
- Creative Studies – Forest School

All of the above GCSE options, are course work and practical subjects and allow the pupils to gain a qualification without the need of sitting an exam. These options are heavily supported by the ALN Team.

8 Allocation of Support

Allocation of support is based on a number of pupils as highlighted in the Transition Plan. It will also include teacher observation, parental concern, half termly monitoring of the tracking

system by Progress Leaders, and termly monitoring by Faculty Team Leaders, Transition Coordinator, Learning Support Coordinator and ALNCO.

All subject teachers are aware that there is a need to work towards meeting the needs of pupils through differentiation.

There are different stages of support:

Initial support consists of differentiation in class.

Universal Provision

- Support which is in addition to the usual school provision
- It is over and above the school's usual differentiated curriculum

Targeted Universal Provision

- External agencies become involved – Social, Medical or Educational
- The involvement of an Educational Psychologist, social worker or a doctor moves a child to Targeted Universal Provision.
- Parents are consulted following lack of progress or cause for concern

ALN Determination – Finalising an Individual Development Plan

An assessment will be carried out by an Educational Psychologist. Reports by Occupational Therapists and medical advisers may also be relevant as well as advice from Careers Wales.

- Parents and pupils are fully involved throughout the process
- A Individual Development Plan may be amended as required
- Reviewed annually

ALNCO and ALN Admin will upload this information and supporting evidence onto ECLIPSE, which is then viewed by the Local Authority.

Flexibility

The aim is to provide a flexible system which can respond and adapt to the changing needs of staff and pupils. Prioritisation has to take place in line with criteria already outlined, according to greatest need as assessed by the Additional Learning Needs Team.

Out of class support will endeavour to be on a rotational basis, but some disturbance is unavoidable at times.

9 How the Governors evaluate the success of Pupils with Additional Learning Needs

There will be an evaluation of the success of this policy by enquiring how effectively the pupils with ALN participate in the whole curriculum and in all activities.

In particular the Governors will consider:

- How well pupils with additional learning needs take part in the whole curriculum
- Whether pupils are developing into independent learners
- How resources have been allocated

- The success of parent school partnerships

10 Staff Training in Additional Learning Needs

The ALNCO, in conjunction with the resourced provision staff and learning support coordinator, is responsible for identifying the need for training in additional learning needs.

INSET will be organised as appropriate and may involve external speakers.

The ALNCO will assist in the provision of training for teaching and support staff. In particular the ALNCO will form links with the LA.

11 Links with Agencies external to the school.

Multi-Agency work is a feature of Additional Learning Needs provision – including working with other schools, educational welfare, behaviour support and other agencies such as Careers Wales, Coleg Cambria, etc.

When required, the school refers pupils to outside agencies. They are referred to the agency most appropriate to their needs.

Any issues concerning Child Protection are referred initially to the School's Child Protection Officer through MyConcerns and then considered for further investigation if necessary, as outlined in the School's Child Protection Policy.

All cases which relate to welfare, attendance, or care issues are referred to the Educational Social Worker.

12 Role of Parents

The Code of Practice for Wales acknowledges that working in partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, LAs and others. This is important in enabling children and young people with Additional Learning Needs to achieve their potential.

Ysgol y Grango values working in partnership with parents. The views of parents will be sought at all stages of assessment and provision. All decisions will be recorded. All letters will have a section to be signed and returned by parents before a child is referred or assessed.

We will endeavour to handle all matters relating to additional needs with care and sensitivity. We will ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school will keep records of all who are parents or have parental responsibility for each pupil. This is done by using SIMS information. When this involves adults in more than one household, we will deal directly with the parent/legal guardian, who has the day to day responsibility for the pupil. However, all people with PR will have access to documentation and school staff.

Appendix 1

Triggers indicating the need for Intervention at Universal Provision

A pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when the work is differentiated in the classroom.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers indicating the need for Intervention at Targeted Universal Provision

- Despite having an individualised programme and/or concentrated support under Universal Provision, the child or young person continues to make little or no progress in specific areas over a school term.
- Continues working at National Curriculum levels substantially below chronological age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Shows persistent emotional and/or behavioural difficulties which are not dealt with by the behaviour management techniques usually employed by the school