

YSGOL GYMRAEG FFWRNES Additional Learning Needs Policy

Our Vision

Annog Anibyniaeth

Byw'n Iach

Cynnig Cyfleodd

We pride ourselves on putting all pupils and staff at the heart of inquiry-based learning at Ysgol Gymraeg Ffwrnes. We encourage everyone to become thinkers who:

- Let inspiration and curiosity lead their learning,
- Make connections between their thinking, understanding and skills,
- Take action to make meaningful changes with the local community and wider world.
- Are influential in developing all aspects of school life.
- Understand how health & nutrition impact on learner assets.

It is a place where Healthy relationships support everyone to regulate emotions and feelings, create an environment of safety, connection, and compassion at all times.

Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be and seek the best in others.

Reviewed & adopted by the Governing Body date	
Signed by the Chair	
Signed by the Head Teacher	

This policy aims to encompass guidance from the new ALN Code (2021), "The ALN and Education Tribunal Act 2017" (which comes into effect September 2021) and the current SEN system (Education Act 1996 and the Learning and Skills Act 2000) which will run parallel to the draft code until it is phased out until 2023.

Introduction

Ysgol Gymraeg Ffwrnes is committed to providing a high quality, appropriate education to everyone within its community. All of our pupils, including those identified as having Additional Learning Needs have an equal entitlement to a broad and balanced academic and social curriculum. This curriculum being accessible to all with everyone fully included in every aspect of Trimsaran Community's school life. Every child is equally valued and we strive to develop an environment where all children can flourish and feel safe.

This does not mean we treat all children exactly the same, but that we will respond to individuals in ways which take account of their varied life experiences and their own unique needs. Ysgol Gymraeg Ffwrnes is committed to inclusion. Barriers to learning can be affected by age, gender, ethnicity, impairment, attainment and background. We aim to develop cultures, policies and practices that include all learners.

We, as a school, recognise there are factors which affect achievement including ability, emotional state, age and maturity. We therefore know that many learners, at some time in their school career, may experience difficulties, which affect their learning, these may be long or short term. Whatever stage of need a child may be at we strive to provide appropriate additional support/provision.

The United Nation Convention on the Rights of the Child is an international human rights treaty that grants all children and young people a comprehensive set of rights. Our policy strives to support;

- Article 3 – Adults must do what's best for me.
- Article 6 – I should be supported to live and grow.
- Article 12 – I have the right to be listened to and taken seriously.
- Article 13 – I have the right to find out and share information.
- Article 23 – If I have a disability, I have the right to special care and education.
- Article 28 – I have the right to an education.

Objectives of our Policy:

- To ensure that the guidance provided in the ALN code (2021), "The ALN and Education Tribunal Act 2017", and the current SEN system "Education Act 1996" and the "Learning and Skills Act 2000" is implemented within our day-to-day provision of ALN.
- To continually monitor the progress of all learners, to identify and meet their needs as they arise, providing support as early as possible, including referring to and collaborating with outside agencies and / or involving specialists where needed.
- To make appropriate reasonable adjustments to the environment, nurture systems, teaching methods, resources and equipment to strive to overcome any barriers to learning and enable access.
- To provide an inclusive education through high quality, differentiated teaching by class teachers, the ALNCo team and support staff as appropriate.
- To provide targeted intervention, matched to individual needs, in addition to differentiated classroom provision, for those learners recorded as having ALN at School Action, or School Action Plus.
- To have effective arrangements in place to review the effectiveness of interventions and systems for monitoring the progress and achievement of the child's inclusion in everyday life in the school.
- To encourage participation of parents/carers at every stage in the plans to meet their child's additional needs, putting the learner's views, wishes and feelings at the heart of the process and decision making.

- To enable children to move on from Ysgol Gymraeg Ffwrnnes well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To prepare pupils for transitions in order to ensure a smooth transition and provision of continuous support when a child is moving between different phases or between different settings.

Definition of ALN

“A person has additional learning needs if he / she has a learning difficulty or disability which calls for additional learning provision; a child (of compulsory school age) who has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him / her from making use of facilities for education generally provided for the others of the same age.

Such children call for additional provision to be made.

It is important to note that slow progress and attainment does not necessarily mean there is ALN. There are always some learners who have lower levels but make expected progress. We must also not assume that attainment in line with expected progress means there is no ALN. Other factors such as changes in circumstances should be explored in line with concerns.

Identifying ALN

Good quality assessment systems must be in place to help us to identify whether or not a child has ALN. This assessment needs to be based on evidence e.g. from staff, external agencies, parents and / or the child themselves. Types of assessment could include e.g. standardised tests or screening, every day formative assessment, observational data, the quality of the child's work, developmental checklists, scaling questionnaires, assessment from other agencies e.g. health bodies, as well as behaviour and social, emotional questionnaires.

The Person-Centred Approach

Our school ethos is about participation and engagement. We understand the need for honesty throughout our systems. Throughout the ALN process, the new code makes it clear that the pupil is at the heart of the process.

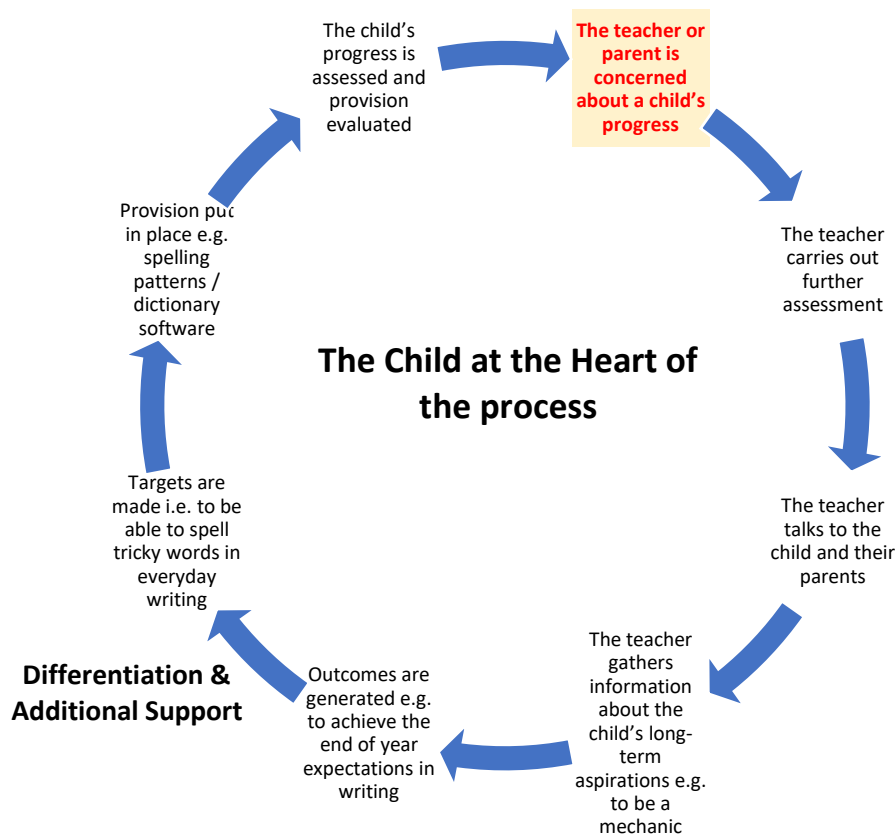
It is of the highest importance that our pupils feel listened to and valued, are aware of their rights and have a sense of responsibility and control over their learning. Although the child is at the centre of discussions, we must pay careful attention to any feelings of anxiety or being overwhelmed, or of how much of e.g. meetings they want to be involved in. When we provide information to the child, it should be done using the child's preferred methods of communication and avoiding jargon that may be difficult for parents and children to understand.

We must be aware that for parents, the decision as to whether their child has any ALN can be an anxious time. Staff must involve parents at the outset of the process. Parents who feel included will work more effectively in partnership with all professionals involved.

Parents have the right NOT to give consent to a decision being made about whether their child has ALN or an IDP, although they can change their minds at any time.

Example model ('Assessment of need – Aspirations – Outcomes – Targets' using the Person-Centred Approach)

Aspirations are the pupil's very long term hopes and ambitions and should be the starting point for the generation of outcomes. Outcomes should set out what needs to be achieved to successfully move to the next phase. Targets mark the steps needed to achieve the outcomes and are much more short-term.



Additional Learning Provision (ALP)

Where an ALN concern is identified, the first response that the school should put in place would be to offer teaching targeted specifically at the child's area of weakness. Developing personalised strategies to meet their needs includes thinking about where they are learning, why are they learning, what are they learning and how they are learning?

Differentiated teaching or other targeted interventions are part of high quality but routine teaching. Differentiation DOES NOT itself constitute Additional Learning Provision (ALP). To make progress, a child may only require differentiation of the plans for the whole class. This may involve modifying the learning objectives, teaching styles, recording methods or access strategies.

ALP goes beyond what is generally made available. It could be in the form of support in or outside the classroom if it additional to and / or different from that generally made for others of the same age. Sometimes ALP is delivered in settings outside of the school and sometimes by external professionals. Provision that is flexible, cumulative and adhered to, should improve our understanding of any further support needed.

Through a person-centred meeting, those involved with the learner will make a decision about whether a child is making satisfactory progress at this level of intervention. Where a child has not made adequate progress after a period of differentiated curriculum support, a referral to the ALNCo should be raised and provision at the **Early Years / School Action** level may need to be made (for those children under the SEN system, or for those year groups in the new system, a support sequence may be created

Recording concerns

Before any referrals, we must consider if suitable teaching strategies have been employed. Are there any other reasons for under performance?

When raising ALN concerns, it is school's duty to record the initial concern. A concern form asks what strategies have been tried and what methods are working or not working. Once a concern form, either by the parents, professional or the child themselves, has been received, the ALNCo will commence the school's duty to decide if a pupil has ALN (the Decision Making Process). The Decision Making Process can take up to 35 school days for the school to decide, and up to 12 weeks if referred to the Local Authority to make a decision.

Pupil's identified with an emerging need will follow a period of universal support (outlined through a support sequence for the learner). On reviewing the Support Sequence if it is decided that a child has ALN, the Decision Making Progress will be triggered. If it is decided the child has ALN an IDP notice will be issued; if it is decided that the learner does not have ALN, then a no-IDP notice will be issued and the child will continue to be supported through universal support.

Additional Learning provision means any provision that a child requires that is additional to, or different from, that made generally for others of the same age.

The decisions on which ALP is required should be based on sound evidence as to what support the child needs. What is appropriate will depend on their circumstances.

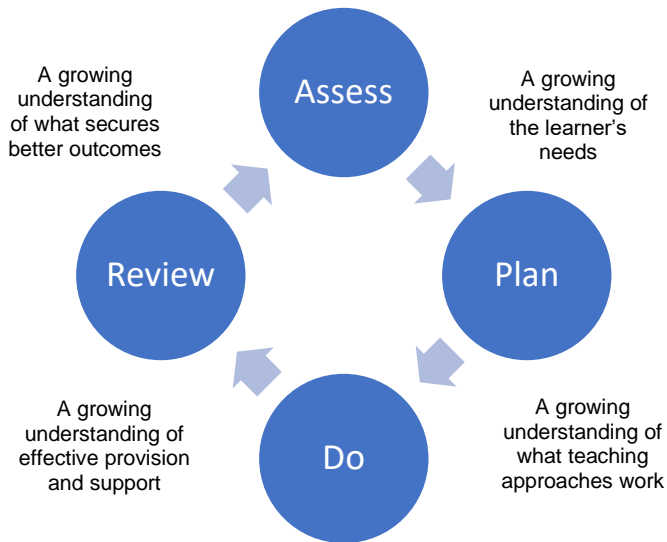
ALP is fundamental to ALN. At Ysgol Gymraeg Ffwrnes, we should be able to provide or arrange the ALP. If we can, then there may be no need to include any other professionals in the local authority in the development of the IDP. We must consider the most appropriate learning styles of the pupil e.g. deliver provision through exploratory play if that is the best way for the child. Provision of ALP by different agencies or professionals may be needed.

More Able and Talented / English as an Additional Language

The term 'More Able and Talented' encompasses the learners who are more able across the curriculum, as well as those who show talent in one or more specific areas. Pupils DO NOT have ALN on the basis of enhanced abilities or talent but require enhanced opportunities and challenge in order to reach their full potential. This should be provided as part of differentiated learning. However, a child could be classed as MAT and still have ALN. EAL (English as an Additional Language) pupils again, are not classed as ALN, unless there are other needs as described previously.

Assess, Plan, Do, Review

The Assess, Plan, Do, Review cycle is key to the **graduated response** to special educational needs laid out in the SEND Code of Practice 0-25 (2014).



There are currently 4 stages in which we provide extra support;

1. **Differentiated support** within the class.
2. Additional support through **Early Years Action / School Action**.
3. Additional support through **Early Years Action Plus / School Action Plus**.
4. A request for a Statutory Assessment to determine the need for a **Statement of Special Educational Needs**.

As the new code is phased in, all pupils, whatever level of support they receive, will have an IDP – Individual Development Plan.

We are currently working within both the SEN and ALN systems. From September 2025, we will be working within the ALN system only. Under the SEN system (applies only for existing children with SEN);

Early Years/School Action Provision:

School Action may be required for an individual child or a group of children within the class who are not making adequate progress in an area of learning.

It will be appropriate to support these children within an individual or group intervention provided on the provision map, planned for by the class teacher, supported by the ALNCO and delivered by TAs. Interventions are detailed on our Whole School Provision list and are recorded on school provision maps. As part of the review process, the class teacher and ALNCO in consultation with parents/carers, may conclude that despite receiving an individualised programme and concentrated support for a considerable period (i.e. two terms), the child continues to have significant needs which are not being met by current interventions. A decision then will be made to make provision at the **School Action Plus** level.

Early Years Action Plus/School Action Plus Provision:

Provision at this level always includes the involvement of outside **specialist services**. The ALNCO with the class teacher will make a referral to the single point of service indicating the support service required. This will happen when the child;

- Continues to make little or no progress in the areas of concern.
- Continues working at levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.

OR

- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning.

OR

- Has a sensory or physical need which require additional specialist equipment or regular advice or visits from a specialist service.

OR

- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Children with additional support at the level of School Action Plus will usually have an Education Plan written by the class teacher/ALNCO with targets set in agreement with outside agencies. For example, the Speech and Language support service would offer targets that would be incorporated into that child's IEP.

Close monitoring will be made in whatever form felt most appropriate. Provision will run concurrently with differentiated curriculum support.

For Children not making adequate progress, despite a period of support at School Action Plus, and in agreement with parents/carers, we will request the LA to make a **Statutory Assessment** in order to determine whether it is necessary to issue a **Statement of Special Educational Needs**.

Identification

- The ALNCO will meet with class teachers as often as required to discuss both newly arising concerns, on-going additional provision and to help write or review targets.
- It is the responsibility of the class teacher to keep records of intervention provisions up to date and regularly reviewed.
- The ALNCO will monitor termly according to the monitoring schedule.
- The ALNCO acts as a link with parents, external agencies and other support agencies.
- All Teaching and Support staff involved with teaching a child may be asked to contribute to a referral, annual review, PCP or multi-agency meeting and this will be coordinated by the ALNCO.

It is important to note that IEPs / GEPs and Statements are being phased out currently and the 'IDP' – Individual Development Plan, introduced in their place.

Statement of Special Educational Needs

(These are in the process of being phased out as the first ALN stage to use IDPs as a replacement.)

The ALNCO and class teacher will submit evidence to an Assessment Panel. Usual planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request. If a parent/carer seeks a Statement of Special Educational Needs, school will support the application with as much evidence as available.

If a child receives a statement, they will continue to have arrangements as for School Action Plus, and additional support as laid out in the statement.

Children with a Statement of Educational Needs will have an annual review, chaired by the ALNCO or visiting Education Officer, to review the appropriateness of the provision and to recommend whether any changes need to be made, either to the statement or to the funding arrangements for the child.

The ALNCO will submit the paperwork two weeks before the review and the review write up within two weeks following the review date.

The new system

The IDP (currently being introduced for statemented pupils and gradually being phased in if ALN is identified according to the definition in the code)

The new system will replace existing support plans i.e. Statements of SEN and also Individual or Group Education plans for learners that are School Action or School Action Plus with a statutory Individual Development Plan.

For a child with less severe needs, preparing an IDP should be relatively quick and simple, however, for those with more severe or complex needs, specialist support and input is likely to be needed. This will necessarily require greater time and effort but should only be required in a minority of cases.

IDPs will need to be created within 35 school days from a case of a child being brought to attention. This should help to ensure that no child goes for much longer than a whole school term without an IDP being put in place.

It differs to a Statement in that, an IDP will be provided irrespective of their severity or complexity of need. It is intended to be as flexible document that varies in length and complexity and develop with the learner's needs and changes over time.

If it is decided that a learner needs support, but does not meet the definition for ALN, then a 'Support Sequence' will be created and maintained for these pupils.

Working alongside parents

At Ysgol Gymraeg Ffwrnes, we acknowledge the vitality of clear communication between ourselves and parents / carers of pupils with additional learning needs. We aim to ensure that we work together to invest in the care and support of our children. We recognise the relationships and in-depth knowledge and understanding of children's conditions and needs that parents and carers have and can offer to support us in planning our provisions. We strive to provide easy communication channels for meeting and updates as necessary, with an 'open-door' approach to phone calls / e-mails if parents wish to contact us. We understand that identifying additional learning needs in a child can be a worrying time for parents, therefore we aim to support parents as much as we can, providing information and involvement from the very beginning of concerns.

Multi-agency working

The approach of the new code is for the local authority and the health boards to work together to look to prevent problems and take a more joined up approach to supporting children and their families.

If there is any lack of expertise in the staff, the school should consider seeking external advice to support them in the form of, for example, specialist teachers, social care advice, the autism service, LAC advisors.

The involvement of these bodies / persons is crucial to establish a clear picture of the capacity and effectiveness of the ALP. Specialist services may be required in the initial determination of a child's needs and how to meet those needs. Involvement could merely be providing information about services, leaflets and telephone helplines etc. Schools should check with parents if there are any professionals already working with the child and if that is the case, schools should consult them as soon as possible.

Well-being and Safeguarding

It is well-recognised that ALN pupils often face difficulties when it comes to their social and emotional development. For example, communication difficulties could make it more challenging for children to express their needs, wants and feelings, or to interact with their peers or make friends; maybe not understanding social cues and non-verbal communication. Pupils may suffer more from lower self-esteem and confidence or poorer mental health. We recognise that each individual child's situation is unique and that if social and emotional difficulties do arise, they will vary. Staff at Ysgol Gymraeg Ffwrnes will be aware

of the extra difficulties that ALN pupils may experience and act to support these children in line with agreed well-being monitoring and support measures and policies in place.

In terms of safeguarding, national data shows that ALN pupils are more vulnerable. Safeguarding of all pupils is our school priority, but we need to be extra vigilant in recognising any concerns regarding our ALN pupils, as they may experience difficulties in their abilities to be forthcoming in sharing concerns.

Healthcare needs

Health bodies play a critical role in identifying ALN and ALP if, for example, the ALP is a treatment or NHS service.

Some children require the support of NHS bodies to help to meet their needs. The local authority can seek this sort of input by making a statutory request for such information. They can ask for consideration to be given for any relevant treatment or service that is likely to be of benefit to provide ALP. The DECLO (Designated Education Clinical Lead Officer) is the health board's designated officer that has responsibility for coordinating the health board's functions.

The Welsh Government statutory guidance on 'Supporting Learners with Healthcare Needs' addresses the arrangements to be made by maintained schools. Some children will have healthcare packages provided by the NHS. Healthcare needs can, in some cases, have a significant impact on the child's experiences and on the way, they function in school.

However, NOT all pupils with a healthcare need will have ALN.

Annual Reviews and IDP's

All [statements and](#) IDP's are reviewed at least annually to consider the progress made and decide on any future provision required. All persons invited are asked to provide a report (a child could bring their one-page profile). Reviews should reflect the circumstances of the child.

Access arrangements

Equal opportunities, inclusion and access arrangements will be followed in accordance with the Disability Discrimination Act 1995.

Disagreements

Disagreements may certainly arise about ALN and ALP and should be avoided or resolved at the earliest opportunity.

If a child or parent disagrees with a decision about ALN by the school or local authority, in the first instance, they may ask for the matter to be reconsidered by the body that made the decision.

If the school is dealing with the request and the family is unhappy, they may refer the matter to the local authority.

If they are unhappy with the local authority's decision, they may make an appeal to the Education Tribunal for Wales.

The Education Tribunal makes decisions about appeals.

Success Criteria

All learners in Trimsaran Community School will have their individual additional needs met, feel safe and an equal member of the school community. Each learner will have opportunities to reach their full potential.

This policy needs to be read in unison with all other Trimsaran Community School policies, in particular the Inclusion and Equal Opportunities policies.

The SEN Code of Practice is available in school for reference.

Signed _____ Headteacher

Signed _____ ALNCO

Signed _____ Chair of Governors.