Ysgol Glan Conwy

Additional Learning Needs
ALN

Ysgol Glan Conwy Policy

Policy adopted by Governing Body :

Signed by Chairperson: …… Date: ……

Signed by Headteacher: …….. Date: ……

Review Date: ……

Ethos / Rationale Statement

At Ysgol Glan Conwy all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

Ysgol Glan Conwy is committed to the successful inclusion of pupils with Additional Learning Needs. At our school, every teacher is a teacher of all pupils, including those with ALN.

At Ysgol Glan Conwy every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Ysgol Glan Conwy is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary education. We ensure all pupils are involved in discussions regarding their education and that their voice is a valued part of ensuring they have the correct tailored education.

Aims and Objectives

Objectives

- To develop effective whole school universal, targeted and additional learning provision
- To ensure a clear process for identifying, assessing, planning, providing, reviewing and evaluating for children and young people who have ALN with themselves and their family at the centre
- To provide a curriculum that is broad and balanced to engage all children and young people at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for children and young people with ALN
- To enable children and young people with ALN to achieve their potential
- To ensure the family are fully engaged in decision making
- To take into account the views, wishes and feelings of child or young person
- To provide advice and support for all staff working with children and young people with ALN

Definition of ALN

At our school we use the definition of ALN from the Additional Learning Needs Code for Wales 2021. This states:

"Additional learning needs" ("ALN") has the meaning given by section 2 of the Act, namely:

(1) 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 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 (c. 15) 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.

(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.

Additional Learning Needs Co-ordinator (ALNCo)

While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met.
The ALNCo has overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP. ALNCos identify a child or young person's ALN and ensure appropriate Additional Learning Provision (ALP) is in place to meet those needs.

ALNCo name: Miss Charlotte Hughes

Contact details: hughesc801@hwbcymru.net
01492 580421

Provision for children with ALN is a matter for the school as a whole.

Every teacher is a teacher of children and young people with additional learning needs. Teaching all children is therefore a whole school responsibility.
At Ysgol Glan Conwy we adopt a "high quality teaching" approach. High quality teaching, differentiated for individual pupils, is the first step in responding to children and young people who have or may have ALN
The key characteristics of high quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of children and young people
- High quality teaching that is differentiated
- High expectations of every child and young person
- Appropriate use of teacher questioning, modelling and explaining

For further information on "high quality teaching" please refer to the Conwy and Flintshire Toolkit for Additional Learning Needs.

Assess, Plan and Do

Where it is decided to provide a child or young person with provision, we will talk to the family. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, along with a clear date for review. The class teacher will remain responsible for working with the child on a daily basis.

Review

The effectiveness of the support and interventions and their impact on the child or young person's progress will be reviewed on the agreed date. The class teacher working with the ALNCo, will revise the support in light of the child or young person's progress. If a child or young person does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the relevant education, health or family services, for example; Inclusion and Educational Psychology Service, CAMHS and Neurodevelopmental Service, Speech and Language Service.

Individual Development Plan (IDP)

A child identified as having ALN will have a statutory plan called an Individual Development Plan prepared. An Individual Development Plan or "IDP" is a document that contains a description of a person's ALN and a description of the ALP which the person's learning difficulty or disability calls for.

Reviewing children or young people's needs

Formal review meetings of the IDP will take place at least annually, where families and the child or young person will be involved in reviewing progress and setting new outcomes. The ALNCo in collaboration with the class teacher is responsible for gathering evidence in relation to outcomes and provision described in the child's IDP.

Partnership with Families

The child or young person is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.
Our school is committed to establishing and maintaining good working relationships with the families of all our children and recognises the importance of a partnership between home and school. Parents/Carers are kept informed of their child's progress and are encouraged to play an active part in their learning and support the implementation of the actions and outcomes outlined in the IDP. Families are encouraged to be fully involved in the review process. The family and child are encouraged to provide feedback, share views and raise any concerns before a meeting. In addition to this, there will also be the opportunity to discuss and check understanding of all information and advice that has been gathered for the review.

Complaints Procedure

Initially an attempt will be made to resolve a complaint about ALN provision at school level. Parents/Carers who are dissatisfied with the school's provision for additional learnings needs should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents/carers are still not happy after using the school's complaints procedure, parents/carers should contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

Child Participation:

The views, wishes and feelings of all children are valued. Children with ALN are supported to be involved in decision making and to be able to express any concerns. The child or young person's contribution to the process is important to ensure that their needs are correctly identified. Whether a child has capacity or not, they can still make significant contributions when decisions are being made about their ALN.

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a child also has ALN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, all staff are encouraged to undertake training and development. The ALNCo / Headteacher reviews the training needs of staff through Performance Management to plan appropriate CPD in relation to ALN. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Monitoring and Evaluating ALN

Provision for children and young people with ALN is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with ALN.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy which can be accessed on the school website. The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of ALN.

Transition Arrangements

Transition is carefully planned in order to ensure successful transition both within school and from setting/school to setting/school. Children alongside parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next school / setting through the review process.

Children in Care / Looked After Children

The ALNCo and designated teacher meet on a weekly basis to ensure that arrangements are in place for supporting children and young people that are looked after who also have ALN.

Role and Responsibilities

Governors will ensure that:

- the necessary provision is made for any child with ALN
- all staff are aware of the need to identify and provide for child

- children with ALN join in school activities alongside their peers, so far as is reasonably practical and compatible with their needs
- parents/carers are involved with any decisions regarding additional learning provision for their child
- they are fully informed about ALN issues, so that they can play a major part in school self-review
- they meet twice a year with the ALNCo
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review by the ALN governor and approval by the Full Governing Body

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for children with ALN
- keeping the governing body informed about ALN issues
- working closely with the ALNCo

The ALNCo is responsible for:

- promoting a child's inclusion in the school and access to that school curriculum, facilities and extra-curricular activities
- advising teachers at the school about differentiated teaching methods appropriate for children with ALN
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting
- contributing to in-service training for teachers at the school
- supervise and arrange for the training of learning support workers who work with children and young people with ALN
- monitoring the effectiveness of any ALP
- ensuring IDPs are developed and reviewed
- keeping records of decisions about ALN and IDPs
- liaising with specialist services and securing them when there is agreement to provide such services
- acting as the key point of contact with the relevant local authority's inclusion and support services
- liaising closely with parents of children with ALN
- overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP

Class teachers are responsible for:

- the day to day process of supporting every learner with ALN
- providing high quality differentiated teaching for all children and young people

- setting high expectations which inspire, motivate and challenge children and young people
- assessing children and young people's needs and planning reasonable adjustments, interventions and provision to match the outcomes identified for them
- regularly reviewing the impact/effectiveness of the reasonable adjustments, interventions and provision in place
- making themselves aware of the school's procedures for identification, monitoring and supporting children and young people with ALN
- managing behaviour effectively to ensure a good and safe learning environment

Date:	08.09.2023
Version:	1
Review due by:	Miss Ch Hughes
ALN Governor :	Mrs M Oliver
Designated Staff with specific Safeguarding responsibility:	Mrs E Price Williams
Member of staff responsible for Looked After Children (LAC):	Miss Ch Hughes Mrs E Price Williams