



Sully Primary School
Ysgol Gynradd Sili

Additional Learning Needs (ALN) Policy

Date of Ratification: October 2022

Date of Review: October 2024

Sully Primary School's Additional Learning Needs Policy

This policy has been created taking due regard for the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALN Act) and the wider Additional Learning Needs (ALN) Transformation Programme.

Aims of this policy:

- To ensure that we are following the guidelines set out in the statutory documents for meeting the additional learning needs of pupils within Sully Primary School;
- To ensure Sully Primary School offers a fully inclusive education for all learners;
- To ensure that all pupils are given the opportunity to succeed in an education system that meets their needs;
- To ensure that all stakeholders are aware of the processes for identifying ALN;
- To ensure that potential additional learning needs are identified early;
- To ensure that ALN systems in Sully Primary School are collaborative;
- To ensure that the ALN systems in Sully Primary School take due regard for the rights of pupils.

Definition of Additional Learning Needs

According to the statutory documentation, a child or young person has additional learning needs if:

'he or she has a learning difficulty or disability which calls for additional learning provision (ALP).'

Children have a learning difficulty if they-

*have a significantly greater difficulty in learning than the majority of children of the same age;

*have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;

*are under compulsory school age and fall within the definitions above or would so do if additional learning provision was made for them.

Additional Learning Provision (ALP) is defined as 'educational provision which is different to, or different from, that made generally for others of the same age.

Identifying Additional Learning Needs at Sully Primary School

At Sully Primary School we have a graduated approach to identifying ALN. Broadly, our identification of Additional Learning Needs follows the process outlined below:

- The class teacher or family of a pupil will notify the Additional Learning Needs Coordinator (Shelley Harries) that a pupil might have additional learning needs;
- The ALNCo will support the Class Teacher to make adaptations to the classroom and to teaching to ensure that provision is appropriate for the needs of pupils;
- Targeted provision (offered universally) will be implemented to attempt to accelerate progress;
- If the case has not been brought to the attention of the ALNCo by the child's

- parents/carers, the case will be discussed with the parents/carers of the child;
- Information and evidence is gathered from all involved in the education and care of the child to decide whether the child has ALN;
- Parents/carers are notified of the decision.

Elements of the ALN process at Sully Primary School

- **PCP Meetings** - A PCP or Person Centred Planning meeting is when all of the people involved in making decisions about a child meet together to share information. The child concerned is often invited to this meeting, although some may choose not to attend. Meetings are kept as informal as possible and cover areas such as: What people like and admire about the child; what is important to and for the child; what is working well for the child; what could be working better; how best to support the child; future targets.
- **One Page Profiles** - Every child within Sully Primary School will have a One Page Profile. These are particularly important for pupils with ALN as they set out, using the child's words, what people like and admire about them, things that are important to them and how best to support them. This profile is a crucial element of provision planning for the child.
- **IDPs** - IDPs or Individual Development Plans are created for all pupils with ALN using information gained from the PCP meeting and One Page Profile along with school-based data sources. The IDP sets out a description of the child's needs, what will be done within school to meet their needs, the ALP that will be provided and any provision that will be delivered by an NHS body.
- **External Agencies** - Referrals are made to external agencies where appropriate. External agencies offer specialist advice to school staff in relation to provision and intervention and where appropriate work directly with the child. Examples of external agencies include: the educational psychology service; outreach services; inclusion service; specialist teachers and the speech and language therapy service.
- **Monitoring progress** - The progress of pupils with identified ALN is closely monitored using quantitative and qualitative measures. Progress is monitored at regular intervals to ensure effectiveness of interventions against agreed targets.
- **Review** - The IDP is officially reviewed annually although reviews of progress take place three times per year. These reviews follow the PCP process to ensure that the views of all those involved in the care and education of the child are involved in the process.
- **Conflict Resolution** - At Sully Primary School we work to ensure that the IDP reflects the needs of the child and that the provision outlined closely aligns to discussions within the PCP meeting. However, we understand that there can be times when conflict resolution is needed. Parents/carers are given the opportunity to respond to the draft IDP and appropriate amendments are made. Parents/carers are signposted to appropriate agencies that offer impartial advice in relation to the ALN process.

Timescales - The ALNCo will follow the appropriate timescales set out in statutory documents in relation to producing an IDP. This states that an IDP must be prepared within 35 days following identification of ALN.

Roll out of IDPs

The ALNCo will follow the timescales for the roll-out of school maintained IDPs as set out in the statutory documentation.

During the 2021-22 academic year this included: those new to ALN; pupils in Nursery, Year 1, Year 3 and Year 5. In some cases pupils who were dual-registered and CLA pupils were moved to an IDP.

During the 2022-23 academic year pupils who currently have a statement will be moved to the IDP system. Other pupils for whom an IDP will be created include pupils who are looked-after (in some cases) and those new to ALN.

During the 2023-24 academic year pupils in nursery, Year 2, Year 4 and Year 6 will be transferred to an IDP.

Key Responsibilities

Provision for pupils with Additional Learning Needs is a matter for the school as a whole. All staff are responsible for helping to meet an individual's additional learning needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with ALN;
- informing the Governing Body about ALN issues;
- working closely with the ALN personnel within the school;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for pupils with ALN;
- all staff are aware of the need to identify and provide for pupils with ALN;
- they have regard for requirements set out in statutory documents;
- they are fully informed about ALN issues so that they can play a major part in school self-review;
- staffing and funding arrangements are appropriate to meet the needs of pupils identified as having ALN;
- they are involved in the monitoring of this policy;
- ALN is an integral part of the school improvement plan.

The **Additional Learning Needs Coordinator (ALNCo)** is responsible for:

- overseeing the day-to-day operation of this policy;
- coordinating the provision for pupils with ALN;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- working with other staff when identifying pupils with ALN;
- working with the Senior Leadership Team to develop provision for pupils with ALN;
- coordinating meetings with families, pupils, other staff and external professionals;
- completing referrals to external agencies designed to improve provision for pupils with ALN;
- creating Individual Development Plans for pupils identified as having ALN;
- monitoring the progress of pupils with ALN;
- managing Learning Support Assistants;
- ensuring that the Governing Body is kept up-to-date about issues related to ALN;
- delivering training to staff within the school;
- ensuring that all staff within the school has appropriate information about pupils

- who have ALN;
- liaising with staff in feeder and cluster schools.

Class Teachers are responsible for:

- ensuring pupils with ALN are fully included in the classroom;
- ensuring they provide appropriate provision for pupils with ALN;
- providing an appropriately differentiated curriculum to meet the needs of all learners;
- contributing to meetings about pupils with ALN;
- listening to the views of pupils;
- liaising with the ALNCo for advice and support.