

Melin Primary School Ysgol Gynradd Melin



Additional Learning Needs Policy November 2024



Melin Primary School Additional Learning Needs Policy

Beliefs and Values

In Wales, the new Additional Learning Needs (ALN) Act came into force on September 1st, 2021, this replaced the previous system of Special Educational Needs (SEN) Framework. The Additional Learning Needs (ALN) and Education Tribunal Act 2018 is the cornerstone legislation governing how children and young people with additional learning needs are supported in schools, colleges and further education. This legislation came into effect in 2020 and represents a significant shift in how ALN is approached and supported in education settings. The aim is to provide a more inclusive, person-centered support, with a focus on early identification and intervention.

Our Additional Learning Needs Policy follows the new Additional Learning Needs Act. The aim of the new approach, as stated in the Code is as follows:

'To support the creation of a fully inclusive education system where all children and young people are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.'

All children have skills, talents and abilities and as a school, we have the responsibility to develop these to the full. The school aims to provide a happy, stimulating and secure environment where each pupil is motivated and given the necessary support to realise their full potential.

We believe that:

- All children are entitled to a relevant and worthwhile education, designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- All pupils should have equal access to a broad and balanced curriculum, irrespective of their ability.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies, including skilled staff, specialist equipment and resources.

- Pupils who have Additional Learning Needs should feel equal to their peers and be acknowledged by their peers, as being equal.
- early identification of any difficulties is crucial and seek to link effectively with parents and previous educational establishments.

The Management of Additional Learning Needs (ALN)

The ALN Co-ordinators are Mrs Anwen Lewis and Mrs Natalie Davies and they has responsibility for the day to day operation of the ALN policy.

It is the responsibility of the ALN Co-ordinator to:

- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.
- Organise and manage her own work, as the ALNCO and the work of the school's teaching assistants, in consultation with the Headteacher.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Maintain the school's Additional Needs Register and all the required documentation.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies, including co-ordination and management of referral processes.
- Take part in formal meetings with other professionals regarding individual pupils to be assessed.
- Monitor and support staff in writing IDPs and outcomes, across the school.
- Ensure annual reviews for statemented pupils, and children with LA maintained IDPs, are completed and prepare, co-ordinate the gathering of information for and lead the annual review meeting. Organise and arrange meetings for transfer of statements to IDPs, based on the Local Authority's mandated cohorts.
- Attend ALNCo meetings and deliver ADDs or INSET sessions cascading information on new developments within the field of ALN and in line with the school's professional development policy, identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Liaise, as appropriate, with designated learning support team teachers at regular intervals, in respect of additional needs issues.
- Liaise with the English Co-ordinator, Maths Co-ordinator and class teachers to ensure the needs of the pupils with additional learning needs are met throughout all the subjects of the curriculum
- Liaise with the designated ALN governor on a regular basis.

Class teachers are responsible for the attainment of all their pupils and contribute to the identification and review of pupils with special educational needs. Teaching assistants liaise and work with class teachers, the ALNCO and the Headteacher. They provide support for pupils with additional learning needs through in-class support, work with small groups of pupils or one-to-one one support in class. They contribute to reviews of pupils with additional learning needs.

The ALN Governor is Miss Sacha Worth. She has an overview of pupils with additional learning needs. She is informed of developments concerning ALN, by the ALNCO and forms part of the school team that monitors ALN provision and practice. The Headteacher and ALN Governor informs the Governing Body of developments concerning ALN.

The Headteacher has responsibility for the day-to-day management of all aspects of the school, which includes provision for pupils with Additional Learning Needs (ALN). He ensures that the aims of the ALN policy are fulfilled.

Parental involvement is sought and encouraged at all stages of referral for ALN pupils, with parents invited to: initial meetings to discuss concerns; to Pupil Centred Reviews (PCR) meetings; and, to annual reviews of pupils with Statements of Special Educational Needs, school based IDPs and LA maintained IDPs

Individual Development Plans (IDPs) replace the previous Individual Education Plan (IEP) or Statement of Special Educational Needs. The IDP is a single, holistic document outlining the support needed for a child or young person. It focuses on the learner's outcomes, as well as the provision and strategies required to meet those needs. The IDP is a working document, and can be reviewed and updated as necessary. An IDP involves collaboration between the child, parents, schools, and relevant professionals supporting the individual.

The ALN Act states the importance of identifying learning needs early, so that support can be provided as soon as possible. School works hard to identify potential learning needs, and works closely with parents and other agencies to ensure that any necessary support is put in place promptly. The Learning Support Team may also provide periods of direct intervention and/or supply individualised programmes of work for children, to be administered by teachers and teaching assistants and monitored by the ALNCO.

Admission Arrangements

The school adheres to the admission policy of the LEA. The admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, or LA maintained IDP, separate arrangements apply giving priority to his/her school placement.

At Melin Primary School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Medical conditions.

The ALN Act says a child has additional learning needs if they have a learning difficulty or disability that calls for additional learning provision (ALP) to be made. ALN covers a broad range of needs, including physical, sensory, cognitive, communication, emotional, and behavioural needs.

ALN Specialisms

Melin Primary School does not have a specialised unit, but accommodates pupils who experience a range of difficulties. The school liaises with specialised units when registered pupils of our school attend such as Pupil Inclusion Centres.

Access for the Disabled

The school has a School Accessibility Plan and Strategic Equality Plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors across both sites.

The Key Stage Two site has access for disabled pupils via the front of the building and into the playground through side doors. There is a toilet for disabled persons in the main building and another in the demountable classroom. The Foundation Phase site has limited access for disabled pupils and visitors.

Allocation of Resources

Teaching Assistants are funded from the general school budget. In some cases, a small proportion of one-to-one support for pupils with Statements of Special Educational Needs, or LA maintained IDPS, can be funded by the LEA, but this is in retrospect. Teaching Assistants also lead individual and small group support sessions to meet the aims of targets within Individual Development Plans.

To include pupils who are designated as having additional learning needs, the school provides:

- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to include specific needs
- Specialist equipment as required.

The school aims to include all pupils with additional learning needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal to access special intensive programmes.

Parents/carers will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Analysis of Best Value

The ALNCO and the senior leadership team use both quantitative and qualitative data analysis in the evaluation of ALN provision. The following criteria are used to establish best value:

- Pupils on the ALN register having made varying degrees of progress according to staff records and Insight records.

- Regular screening of reading, spelling and numeracy within different year groups within the school or alternative assessments which demonstrate an individual's progress.
- Diagnostic data from standardised tests (Welsh Government Personal Assessments) and PASS (GL Assessment) are used as guidelines for assessing the pupil's ability in working to their full potential.
- By lesson observation feedback, to assess suitability of curriculum materials, delivery and use of support allocated for pupils with ALN.
- Monitoring of ALN in line with the school's self-evaluation policy, to gather information on provision, practice, resources and outcomes of provision.

Future Planning

Future planning on ALN takes place in accordance with:

- Ongoing evaluation of best value.
- Annual ALN budget allowance.
- Ongoing LEA and government directives.
- Changes to the Code of Practice.

At Melin Primary School we adopt a graduated response to meet our responsibilities for identifying pupils with Additional Learning Needs.

The Additional Learning Needs and Education Tribunal Wales (ALNET)

The Additional Learning Needs and Education Tribunal Wales (ALNET) 2018 Act provides new legislation for supporting children and young people with ALN, and is accompanied by a mandatory Code. The new statutory framework is underpinned by the following key principles and aims:

A rights-based approach where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person-Centred Practice (PCP).

Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity.

Collaboration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

Inclusive education which supports full participation in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of children and young people with ALN.

A bilingual system where all reasonable steps are taken to deliver Additional Learning Provision (ALP) in Welsh.

The starting point of the decision-making processes in Neath Port Talbot, in respect of Additional Learning Needs and Additional Learning Provision will be the aims and principles described above.

The ALN system is supported by a person-centred process of collaboration and coproduction, which facilitates discussion about needs, outcomes and provision, with disputes and disagreements avoided, or resolved at an early stage.

Consequently, the decision-making process in respect of ALN in Neath Port Talbot will be determined by the extent to which schools have made sufficient efforts to apply these principles and Person-Centred Practices.

The term Additional Learning Needs (ALN) is used to identify pupils whose learning needs are additional to the majority of their peers.

2.0 Definition of ALN

For the purposes of the Act, the use of the term ALN relates to individual children and young persons who have “Additional Learning Needs” i.e. they have a **learning difficulty or disability** (whether the learning difficulty or disability arises from a medical condition or otherwise) **which calls for Additional Learning Provision.**

Many children and young people are likely at some point to experience short term issues with their learning, for example because of a period of absence from an education setting caused by a temporary illness, or because they have suffered a bereavement or some other trauma. In these circumstances, schools may need to take action to help the child or young person catch up and / or to prevent the issue from escalating. These situations would not ordinarily amount to ALN on their own; but it is possible that in some cases, this could result in a difficulty in learning which calls for ALP.

For those children and young people who do not have an identified disability, in the first instance, observing and assessing their progress will provide information about areas where they are not progressing satisfactorily (ALN Code 20.4).

On the basis of this evidence, including the data collected, it should be possible to identify learners making less than expected progress. This can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s or young person’s previous rate of progress; or
- fails to close, or widens, the attainment gap between the child or young person and their peers, despite the provision of support aimed at closing that gap (such as differentiated teaching) (ALN Code 20.8).

2.1 Definition of ALN – a 2 step approach

To establish whether a child of compulsory school age or young person has ALN, the following tests must be applied.

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

A child or young person of compulsory school age or above 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.

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.**

Test 2 - Does the learning difficulty or disability call for ALP?

The second test is whether the child or young person’s learning difficulty or disability calls for ALP. ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age. ALP might also be delivered in settings outside of the school or in some circumstances and/or by external professionals.

“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.

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. Where it has been agreed that a child or young person has ALN and ALP is to be secured, an Individual Development Plan (IDP) will be drafted and maintained.

Inclusive Learning Provision (ILP)

All education settings are expected to put in place differentiated teaching strategies and /or other targeted interventions designed to address an attainment gap and therefore secure better progress for learners. These strategies and interventions form part of the high-quality teaching and learning provision made generally available to all learners within the setting and are termed 'Inclusive Learning Provision'. Further information regarding the expectations on schools to provide Inclusive Learning Provision can be found in the *Neath Port Talbot Additional Learning Needs Expectations Document*.

Inclusive Learning Provision at Melin Primary School include practices and resources used to ensure that all students, regardless of their individual needs or circumstances, can access and succeed in the curriculum and achieve their fullest potential. This will form the foundation for all other support or provision in schools and includes:

- Good Teaching, Learning and Differentiation
- Targeted teaching strategies to support each area of need
- Standard targeted interventions.

Additional Learning Provision (ALP)

If a learner does not make appropriate progress in their learning and /or any barriers to learning are not addressed through Inclusive Learning Provision, or they present with significantly greater difficulties in their learning than the majority of others the same age, then an enhanced targeted package of support may be needed so that they can make progress and achieve their potential. This may include intervention and support using school-based expertise or through external agency support.

In order to help with the decision-making process in relation to whether a child or young person has ALN, Neath Port Talbot LA, in collaboration with the South West Region, have developed the following staged process which is based upon Person Centred Practices:

3.0 Additional Learning Provision – LA or School Maintained IDP?

Section 12.44 of the Code states that:

*Local Authorities **should**, in consultation with schools they maintain, and any other persons they consider appropriate, establish and publish a set of principles they will apply when determining whether it is reasonable for a school to secure the Additional Learning Provision (ALP) required by a pupil or whether the authority ought to do so. Principles **should** relate to:*

- a. The extent and duration of advice from external specialists that is likely to be unreasonable for a school to secure;*
- b. The equipment that it is likely to be unreasonable for a school to provide;*
- c. The intensity and duration of support and scale of internal engagement of staff (including the ALNCo) at the school that it is likely to be unreasonable for a school to provide.*

School Maintained IDP

If a decision has been made that a child or young person has ALN, then an Individual Development Plan (IDP) needs to be prepared. ***In most cases***, the decision whether a pupil has ALN and for preparing and maintaining an IDP, is made by the maintained school through the delegated budget. Schools will also therefore be responsible for securing the Additional Learning Provision needed for the majority of learners with ALN. Any decision regarding whether a maintained school can be reasonably expected to secure the ALP will be based upon the principles outlined below.

In its decision making around whether a school or the LA should develop and maintain the IDP, the LA will be mindful of circumstances outlined in section 12.43 of the ALN Code, where it may be unreasonable for the school to secure ALP.

These include instances where the learner:

- Has a low incidence condition / rare condition which requires specialism that the school cannot provide (for example profound and multiple learning difficulties);
- Requires regular advice and support from external agencies which is over and above that which can be reasonably arranged and accessed by the school (for example weekly specialist input from a Brailist or Qualified Teacher of the Deaf);
- Requires equipment that can only be used by one pupil or cannot be re-used or is beyond the reasonable resources of the school; or
- Requires very intensive daily support which cannot be reasonably funded or secured by the school's budget (25 hours TA support or above).

In order to help with the decision making in relation to whether a child or young person requires a School Maintained IDP, the LA has developed the following staged process.

Local Authority Maintained IDP

In some cases the decision whether a pupil has ALN and for preparing and maintaining an IDP is either referred and /or completed by the Local Authority. There are two instances in which a maintained **school is required to refer a child's case to a local authority** rather than decide for itself whether the child has ALN:

- Where the pupil is dually registered (paragraph 12.37 of the ALN Code)
- If the child is looked after (chapter 14 of the ALN Code)

In these cases, Neath Port Talbot LA will have the duty to decide and develop the IDP and will maintain the IDP through the delegated resources to the school.

Chapter 12.39 of the ALN Code also states that a maintained school can choose to refer a child's case to a local authority but should only do so if it considers that the child has ALN:

- a) that may call for ALP it would not be reasonable for the school to secure;
- b) the extent or nature of which it cannot adequately determine; or
- c) for which it cannot adequately determine ALP.

Neath Port Talbot LA will maintain IDPs for those pupils who require 25 hours or above Teaching Assistant Support to deliver the ALP. The funding for the TA hours will be funded by the School's Delegated Budget.

Neath Port Talbot LA will also maintain IDPs for those pupils who access a special school or learning support centre (LSC) placement.

The school should act promptly to consider whether to refer the child's case and consequently make any referral. In most cases, the school ought to be able to make the referral within 20 school days (if not earlier) from the date on which it is brought to its attention, or otherwise appears to it, that the child has ALN which it cannot be reasonably expected to provide for from its own resources. For further information on making a referral to the Local Authority please see Chapter 12 of the ALN Code and the Neath Port Talbot Local Authority Maintained IDPs – Guidance for School Requests (2021) document.

In order to help with the decision making in relation to whether a child or young person meets the principles for a LA maintained IDP in Neath Port Talbot, the following staged process will be applied:

Admission Arrangements

Every school should expect, in exercising its functions under the ALNET Act, to take all reasonable steps to secure provision to meet the needs of children and young people with ALN and to adhere to its underlying principle of inclusive education.

Each school adheres to the admission policy of the Local Education Authority. It does not discriminate against any pupil with additional learning needs. Each school endeavours, in partnership with others, to provide appropriate support for pupils who experience difficulties in:-

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Medical conditions

Monitoring of Provision

The effectiveness of the support available for pupils with identified Additional Learning Needs is measured through the monitoring of ALN in accordance with the school's

self-evaluation procedures together with observations of pupils in whole class, group and individual teaching situations and use of assessment data.

Interventions we provide at Melin Primary School:

- WellComm
- Language Link & Junior Language Link
- Speechlink & Junor Speechlink
- POPAT
- Precision
- Rapid Phonics
- Rapid Reading
- Mathletics
- Sensory Circuits
- Smartmoves
- ELSA
- Lego ELSA
- Relationship Based Play
- Nurture
- Talkabout
- Teodorescu

The Role of Governors

The governor with responsibility for ALN is Miss Sacha Worth. She will liaise regularly with the ALNCO and form part of the monitoring team.

The whole governing body has a responsibility to produce an annual report which will state the number of pupils with special educational needs in the school and comment on the school's effectiveness in the implementation of the ALN policy in respect of:

- identification of needs
- notification to parents of a child who is deemed to have special educational needs
- assessment of need
- provision for meeting special educational needs
- provision of an inclusive environment for all
- methods of monitoring, recording and reporting
- ALN funding and spending
- deployment of equipment, personnel and resources
- the use made by school of the outside agencies and support services
- ALN as an integral part of the school development plan.

Parent Partnership

Contact with Parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's

progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have special educational needs will be:

1. ALNCO and teacher to issue invitations to parents to discuss child's needs and provision
2. ALNCO to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress, through Pupil Centred Reviews
3. Parents to complete consent forms for child to be discussed with external professionals
3. ALNCO to meet with parents and additional agencies for Level B where a request for formal assessment is to be made.
4. In addition to the reviews/parents' evenings, those parents who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator where requested by parents, or deemed necessary by the ALNCO, to ensure partnership in developing strategies to help an individual pupil.

More Able and Talented (MAT) Pupils

The term 'More Able and Talented' is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. The top few percent may be considered to be exceptionally able. Ability and talent may be shown in many different ways including academic, practical, creative, social, musical and in sports. By improving the quality of learning and opportunities for more able and talented pupils we raise standards of achievement for all pupils.

Strategies to enhance opportunities for all pupils which benefit more able and talented pupils. These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping;
- Opportunities to focus on particular activities to develop knowledge and skills;
- Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including reference materials and ICT;
- Encouraging thinking skills, skills-based learning, creativity and different learning styles;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.

Queries and Complaints

Parents and partners with the school and are welcome to query decisions made by the school. In the first instance complaints should be addressed to the Headteacher. If the issue is not resolved to the parents' satisfaction, they are invited to take the

complaint to the Governing Body. If on pursuing complaints, the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the school's and LEA decision, they have a right to appeal to the authority's ALN tribunal.

In-Service Training

In-service training for staff, is available in respect of ALN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need. It will be delivered by one of the following:

- ALNCO
- Individual members of staff within the school who have a designated specialism.
- LEA support services.
- External consultants/trainers.

External Agencies / Facilities and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services are available to /involved with the school:

- Educational Psychologist
- Sensory and Physical Impairment Teams
- Speech, Language and Communication teams
- Specific Literacy Difficulties Team
- Well-being Support Service
- School Based Counsellor
- ASD Team
- Education Welfare Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations (SNAP/Barnardos)

Pupils transfer to Cefn Saeson Comprehensive School at the end of Year 6. Information is passed on from the Headteacher and ALNCo of Melin Primary School to the ALNCO and Head of Year at this school and at exchange of information meetings in the case of pupils with special educational need.

The ALNCo will liaise with the Local Authority transformation lead, Headteacher, and SEN Governor to plan, develop, implement and review the effectiveness of actions taken. This will ensure a smooth transition from the current to then new procedures.

Monitoring, Evaluation and Review

This policy will be reviewed annually.

T Richards
January 2021

N Davies
November 2024

Reviewed January 2021 by T. Richards

Reviewed and Updated November 2024 by N. Davies