



Blaenhonddan Primary School



Policy for Pupils with Additional Learning Needs

Work Together, Play Together, Succeed Together

Gweithio gyda'n gilydd, Chwarae gyda'n gilydd, Llwyddo gyda'n gilydd

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Introduction

In Blaenhonddan, our school Additional Learning Needs (ALN) policies are guided by the Additional Learning Needs Transformation Programme, Equality Act 2010 and the Additional Learning Needs and Education Tribunal Act 2018 which ensure all children and young people with ALN receive support.

This support, known as Additional Learning Provision (ALP), is outlined in a statutory document called an Individual Development Plan (IDP). Schools have specific duties to identify ALN, implement ALP, provide support through an Additional Learning Needs Co-ordinator (ALNCO).

In setting out the school's ALN policy we aim to create a supportive and inclusive learning environment for all children, ensuring that children with ALN receive the necessary support and resources to achieve their full potential (Appendix C). Staff will be supported by the ALNCO to prepare and deliver teaching programmes which will ensure that all pupils at Blaenhonddan Primary School will be supported and challenged to reach their full potential holistically (Appendix B and C).

Aims and Objectives

The aims and objectives of this policy are:

- To identify pupils with ALN as early as possible to enable their needs to be met.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be supportive to each child's needs by providing a strong partnership between children, parents, governors, Local Authority, and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.

Definition of Additional Learning Needs

Additional Learning Needs (ALN) refers to children and young people who require more support to learn than their peers of the same age, due to learning difficulties or disabilities. This can encompass a range of challenges, including social, emotional, and mental health difficulties, sensory and/or physical needs, or other conditions that impact learning.



Pupils may have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than most children of the same age:
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind 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 definition at (a) or (b) above or would do so if special educational provision were not made for them.

Special educational provision means:

- For children aged two or over, educational provision which is additional to, or otherwise different from, the educational provision made for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

ALN reform in Wales at Blaenhonddan

The new ALN Code aims to have one coherent system for all children and young people 0 - 25. The code is two step approach: identifying a difficulty or disability (ALN) for the pupil and then identifying and creating an additional learning provision (ALP) to support (Appendix A and C).

IDPs (Individual Development Plans)

The code states that a IDP replaces statement and is a legally binding document. Teachers will be responsible for writing IDPs for children in their classes Schools will be responsible for deciding if a child has an ALN and therefore requires an IDP. There will be no statutory assessment process, and the school will be responsible for maintaining the IDP. The new ALN code emphasises that views of the pupil must be sought, the pupil, parents and carers to participate in all decision making. The code also states that the school be flexible in responding to the changing needs of the pupil.



At Blaenhonddan an **IDP** will:

- Be completely bespoke to the individual pupil
- Record what is working well for the pupil
- Record areas that need improving for the pupil
- Record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs.

IDP reviews will;

- Take place once a year (emergency PCR must be held if IDP is no longer suitable and the ALP needs to be changed).
- Record the extent to which targets have been met.
- Set new targets, outline new strategies and the provision to be made.

Pupil Voice at Blaenhonddan

At Blaenhonddan every pupil will be involved in the development of their ALN, this is done through:

- Designated time to think and process what they would like and need in school.
- Symbols to make a choice and be able to process the options.
- An advocate adult "a teacher to help me decide"- year 5 pupils.
- Assessing how well the intervention has worked for them.
- Contributing the development of their ALP in school.

Where applicable pupils will be involved in the planning of their PCR by:

- Assessing if they have achieved their outcomes.
- Creating and sending their own invites to their PCR.
- Contributing to their PCR.
- Attending their PCR.
- Contributing to the development of and setting new Outcomes.



Procedure

Role of the Governing Body

The Governing Body will ensure that the school meets its statutory requirements and duties by:

- Appointing a member of staff to be the Additional Learning Needs Co-ordinator.
- Appointing a governor for ALN who will visit the school regularly, liaise with the ALNCo and report back to the Governing Body.
- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy; to ensure that provision of ALN is of a high standard.
- Understanding the Code of Practice when undertaking its responsibilities; report annually to parents on the effectiveness of the school's ALN policy.
- Ensuring funding is in place to support this policy.
- Ensuring policies are available to parents.
- Ensuring effective implementation, monitoring, and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the ALNCo, teaching and support staff.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN.
- Monitor the effectiveness of this policy.
- Report to the Governing Body on the success and development of this policy.



Role of the Additional Learning Needs Co-ordinator (ALNCo)

The ALNCo will:

- Work with the Headteacher to oversee the day-to-day provision for pupils with additional learning needs within the school.
- Monitor the effectiveness of this policy.
- Lead the development of ALN throughout the school.
- Provide guidance and support to all staff, including in house training.
- Organise and manage the team of teaching assistants.
- Prepare and keep up to date IDPs.
- Track the progress of children with ALN, provide termly data.
- Keep up to date with new developments and resources.
- Liaise with parents and inform them of any changes to ALP.
- Organise termly/annual reviews.
- Meet with outside agencies.
- Work with feeder and/or transition schools.
- Report to the GB on the success, challenges and development of ALN.

Role of the Nominated Governor

The Nominated Governor will:

- Work closely with the Headteacher and the ALNCo.
- Ensure this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Report to the Governing Body every term.
- Report to the Governing Body on the success and development of this policy

Role of Class Teachers

All class teachers must:

- Be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them.



- Deliver the individual programme for each pupil as set out in their IDP.
- Develop IDPs for pupils by working closely with the ALNCo and support staff.
- Comply with all aspects of this policy.
- Undertake appropriate training.

Role and Rights of Parents

We encourage parents:

- To attend all school-based activities which involve their child.
- To work closely with the school to develop a partnership that will support their child.
- To attend training and awareness sessions provided by the LA and school.
- To take part in the review of IDPs; to attend annual reviews.

Role and Rights of Pupils

We actively seek and incorporate the views, wishes and opinions of learners with ALN in the planning, implementation, and evaluation of their support. Where possible pupils will: -

- Evaluate and express their needs.
- Devise their IDP.
- Set learning targets (ALP).
- Attending the annual review where appropriate.



Curriculum and Inclusion

At Blaenhonddan we are continually striving to create a more inclusive and pupil-centred curriculum and learning journey. Our whole school approach to inclusion ensures that learners with ALN are supported to overcome barriers. We believe that children with ALN achieve their full potential because they have access to:-

- A broad and balanced curriculum in line with their peers.
- Opportunities to learn through play alongside their peers.
- Opportunities to take on leadership roles across the school.
- A curriculum which is differentiated to their needs.
- A curriculum that is challenging.
- A range of teaching strategies to move their learning on.
- Good quality Individual Development Plans, which set a small number of targets, closely matched to the pupil's needs.
- Staff who have high expectations for learning and behaviour.

Range of Provision

The school aims to provide a variety of provision by way of:

- In-class support either individually or in small groups with specialist teachers and/or teaching assistants.
- One-to-one bespoke support outside of the classroom.
- Access to specialist interventions that are used in Classes 7, 8, 9.
- Outreach support from Neath Port Talbot Local Authority Inclusion Service

Please see Appendix A



Pupils who present the following way in school will be monitored at first through initial concern:

- Work at levels significantly below others of a similar age.
- Show persistent emotional / behavioural difficulties.
- Have sensory or physical difficulties which require intervention to achieve access to learning.
- Experience communication or interaction difficulties, which require an individual specific intervention to achieve access to learning.

Once Initial concerns are raised about an individual child with the ALNCo, class-based interventions will be implemented. Pupil progress will be monitored and following a period of intervention the pupils progress will be assessed. Depending on the pupil progress the ALNCo will create a bespoke ALN plan.

The ALNCo will:

- Consult with parents.
- Advice and support the class teacher.
- Ensure an appropriate ALP is in place.
- Ensure an appropriate IDP is in place.
- Ensure relevant background information is recorded and tracked.

The **ALNCo** will consider an appropriate approach such as:

- Providing varied materials or equipment.
- More effective strategies via staff development or training.
- Group support.
- Devising interventions and monitor their effectiveness.
- Local Authority support for advice on strategies and equipment or staff training.

AppendixAppendix ABlaenhonddan response to ALN

Universal provision Process and monitoring	Universal Provision at Blaenhonddan
	Article 3: All organisations concerned with children should work towards what is best for each child.
	Article 29: Education should develop each child's personality and talents to the full.
	Universal provision refers to the high-quality teaching, resources, and inclusive strategies provided to all students in an educational setting, forming the foundation of support, especially for those with potential Additional Learning Need (ALN), ensuring broad access to learning before more targeted interventions are needed. It includes things like adaptive teaching, clear routines, emotional skill development, and curriculum adjustments, benefiting every pupil, not just those with identified needs, and aims to pre-emptively remove learning barriers. This is how we implement universal provision at Blaenhonddan.
	Step 1: information/ evidence gathering
	A number of different sources of evidence may be used: • Phonics, spelling, language link, speech link, reading ages and personalised assessments • observational views • the quality of their work- photocopies piece of work from books, highlighting concern. • behaviour and/ or social emotional observations.
	Step 2: Complete concern form and put into <u>ALN</u> folder in draw in staffroom
	ALNCo will evaluate the form and then speak and collect views to identify next steps. Please include all the information/ evidence from step 1.
	Step 3: Decision Making
	ALNCo will meet with all staff involved and identify needs and programmes of work. Class teacher to communicate outcomes with parents.
	Step 4: Plan and <u>Do</u>
	ILP will be created, collecting all views detailing the actions and next steps. A copy will be sent home to parents, and one placed in class ALN <u>file</u> . Teaching assistants' intervention monitoring sheets for a term.
	Step 5: Review
	A review meeting will take place a term after the concern is raised. Discussion will centre around whether the child has made progress or not.
	Step 6: Decision Making 2
	Remain on concern with current provision. Remain on concern with enhanced provision. Removed from concern as a result of narrowing the gap. If there is limited progress ALNCo to facilitate and arrange a meeting with class teacher and parents to discuss a possible a referral to the ALN team for Level B.



Appendix B

Universal Provision at Blaenhonddan

All areas of learning are supported by:

- High expectations
- Consistent approach
- Class based differentiation
- TA support
- Teacher modelling
- Multi-sensory learning
- Movement breaks
- Assessment for Learning strategies
- Working Walls including- Vocabulary list, sentence starters, how to guides and visuals

Cognition and Learning

Literacy intervention:

- Jolly Phonics
- WELLCOMM
- POPAT
- Speech link
- Language link
- Pegs to Paper- writing scheme
- Schonell spelling and reading
- Rapid Reading
- Colourful semantics
- Phonic rocket
- Precision monitoring
- Beat dyslexia

Numeracy intervention:

- TT Rockstars

Communication and Interaction

- WELLCOMM



- Speech and Language Link
- POPAT
- Visual Timetable
- Now and Then Board
- Makaton
- Symbols/ Visuals worn and used by all staff on lanyards
- TALKABOUT: Developing social communication
- TALKABOUT: Developing friendship skills

Social, emotional and behavioural

- Zones of Regulations- whole school approach
- TALKABOUT: Developing self-awareness and esteem
- Feel Good Fridays
- Restorative Practice
- ClassDojo
- Token boards/ Reward charts

Sensory and Physical

- Access to quiet time at playtime
- Access to familiar adult to help negotiate busy environments
- Movers and creators
- Familiar adult to support and assist with medication
- Sensory circuits
- Sensory toys/equipment for example chewbuddy
- Access to sensory room



Appendix C

Alternative Learning provision at Blaenhonddan Primary School

All pupils receiving

Cognition and Learning

- ABLLS
- AFLLS
- TEACCH approach
- Colourful semantics

Communication and interaction:

- Colourful semantics
- Bespoke communication books
- AAC boards
- SCERTS

Social, emotional and behavioural

- Token board
- 5 point scale
- ABLLS
- Colour therapy
- Music therapy

Sensory and Physical

- Specialist equipment: overlay, writing slopes, bounce cushions, seating bands, fidget toys, ear defenders



- Attention Autism and the Curiosity programme
- Sensory sessions: Senseology, music therapy, Touch Trust, TACPAC, TAPTAP box
- Access to daily sensory circuits