

SKETTY PRIMARY
ADDITIONAL LEARNING NEEDS POLICY

Introduction

This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners 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.

The principles underpinning our approach to ALN are:

- A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support. We have due regard to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Early identification, intervention and prevention
- Collaboration and integration
- Inclusive education
- A bilingual system

The new ALN Code takes effect from September 2021, but the implementation period will be for three years. During this time, pupils with existing Statements of Special Educational Needs and pupils who have already been identified as having additional learning needs will continue to be supported under the previous SEN Code of Practice. We will migrate to the new system in line with the implementation period. However, we will strive to embrace the spirit and ethos of the new Code in everything that we do from September 2021.

Julie Miller
ALNCo

References

The ALN Code: https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf
Implementation Statement (February 2021):
https://gov.wales/written-statement-implementation-additional-learning-needs-and-education-tribunal-wales-act-2018-0
ALN Transformation Guidance Documents:
https://gov.wales/additional-learning-needs-transformation-programme

Implementation of the ALN Code 2021

From 1 September 2021, the ALN system will commence for children of compulsory school age and below who:

- attend maintained schools in Nursery, Year 1, Year 3, Year 5, who have special educational provision via school action or school action plus;
- are detained; and
- do not have special educational needs on or before that date, regardless of their year group or setting - including those that may attend an EOTAS setting, an independent school or who are electively home educated.

This means that children who currently have special educational provision via a statement, will not be included in the first year of implementation.

Implications for Sketty Primary School

- During the 2021-22 academic year, pupils in Nursery, Years 1, 3 and 5 who have previously been identified as being at the School Action or School Action Plus stages of the SEN graduated response will need to be considered for migration to the new ALN system or whether their needs can be met through universal learning provision
- Any pupils who are newly identified as potentially having an additional learning need (in any year group) will need to be considered under the new ALN Code
- All other pupils (including those who currently have a Statement of SEN) will remain on the previous SEN system until a later phase of the national implementation

1. Requirements imposed by the Code

The Governing Body has prepared this policy in order to outline how the school will address the requirements of the ALN Code in respect of:

- The decision-making process about whether a child or young person has ALN,
- The preparation, content, form, review and revision of individual development plans ("IDPs"), and
- Ceasing to maintain IDPs.

This school policy should be read in conjunction with the ALN Code. It is intended to provide a concise description of the working arrangements of the school in meeting the requirements of the Code. However, the school policy is not a replacement for the Code. In the event of any disagreements, the wording of the Code will always have greater authority.

2. The definition of ALN and ALP (please refer to Chapter 2 of the ALN Code)

This school policy adopts the definition of 'additional learning needs' (ALN) as given in the ALN Code:

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 a 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 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.

3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age

(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.

3. The definition of additional learning provision (ALP)

(1) ‘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.
(2) “Additional learning provision” for a child aged under three means educational provision of any kind.
(3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

4. School Decision Making Process

In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs.

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.

(b) Does the learning difficulty or disability call for ALP?

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.

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

The designated ALNCo for Sketty Primary School is: **Mrs Julie Miller** . We recognise the outline of the role of the ALNCo that is given in Chapter 8 of the ALN Code.

6. The Decision-Making Process

Where a parent/carer is concerned that their child may have an additional learning need, the school should be informed. This may be through a meeting, telephone call or email. It is most helpful if this concern can be raised with the ALNCo.

In most cases, this will only be necessary following a period of school-based intervention support. If a parent has a general concern about progress in learning, the class teacher should be involved in the first instance to establish whether intervention support can resolve any difficulties. It is only when a learning difficulty is identified as being ongoing and existing interventions have not resulted in any improvement that a pupil would normally be considered for further exploration of whether there are underlying additional learning needs.

Once the school has been informed of the concern, this marks the start of a decision-making process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

In accordance with Chapter 12 of the ALN Code, when the school is required to decide whether a child has ALN, we will:

(a) Designate a person (the 'designated person') to be responsible for co-ordinating the actions required to make that decision and, if an IDP is required, to be responsible for preparing it. This could be, but need not be, the ALNCo;
(b) Record the date on which is it brought to its attention, or otherwise appears to it, that the child may have ALN;
(c) Record a summary of how the possibility that the child has ALN has been brought to its attention or why it otherwise appears to it that the child may have ALN;
(d) Notify the child and the child's parent that it is deciding whether the child has ALN;
(e) Consider offering an initial meeting with the child and the child's parent to discuss the process.

7. School decision that a child does not have ALN

If the school decides that a child does not have ALN (as defined by the ALN Code), we will notify the child and their parents of the decision and the reasons for that decision. When we give our decision, we will provide:

(a) Contact details of the school;
(b) Information about how to access the Local Authority's arrangements for providing people with information and advice about the ALN system;
(c) Details of the Local Authority's arrangements for the avoidance and resolution of disagreements and its independent advocacy services;
(d) Information about the right to request the Local Authority to reconsider the matter and relevant contact details.

However, it is likely that a school decision that the child does not have ALN (as defined by the Code) will require further discussion between the school, parents and child in order to consider how the child's learning needs might be met through its universal provision and (for example) differentiated teaching strategies.

8. Preparing an Individual Development Plan (IDP)

If we decide that a child has ALN, we will prepare an IDP (subject to the exceptions given in Chapter 12 of the ALN Code).

The school will take a person-centred approach to determining the ALP that is specified within the IDP. The pupil and their parents (together with any other relevant people) will be invited to be part of the process. We expect to provide parents and the pupil with a draft copy of the IDP prior to it being finalised.

In cases where it is not practicable or reasonable for the school to provide the necessary ALP, the school may refer the case to the Local Authority for consideration to be given to an IDP being prepared by the Local Authority.

In the case of Looked After Children, decisions about whether they have ALN will be referred directly to the Local Authority.

The IDP document will use the regional template, and/or created through the Impulse system, ensuring consistency across the Local Authority.

Once an IDP has been issued, it will be subject to review every 12 months.

9. Ceasing to maintain an IDP

The school will no longer have a duty to maintain an IDP if the school decides that the child no longer has ALN and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a child's needs.

The school's duty to maintain an IDP will end if the child ceases to be a registered pupil at the school.

In some cases, the duty to maintain the IDP may transfer to the Local Authority.

10. Universal Learning Provision

The school will endeavour to provide a broad package of universal learning provision to support the learning needs of all pupils. Therefore, for some pupils who do not reach the threshold to be defined as having an additional learning need (as defined by the Code), the school will continue to support their learning through its package of universal provision. This will include classroom level differentiation.

Where a pupil's learning needs can be met through universal learning provision, but where the needs are still significant, the school will produce a Learning Plan' to outline teaching strategies and support needs to the individual child's teachers. The plan will incorporate the views of the pupil and their parents/carers. This is a non-statutory document, but will help to ensure that there is clear communication with the child's class teacher about any learning difficulties that they may face. Targets will be SMART and updated regularly. A schedule of universal learning provision available at Sketty School can be found in Appendix 1.

11. Disputes

The school hopes that through the person-centred approach to identifying the learning needs of its pupils, and strong communication between home and school, that disputes can be avoided. We seek to work in partnership with families in order to support the learning of our pupils.

However, should a dispute arise, the parents and carers should firstly raise their concerns with the Additional Learning Needs Co-ordinator. We welcome the involvement of parent advocacy services and will aim to support parents in raising any dispute. If the dispute is

not resolved, parents/carers have the right to write to the Headteacher outlining the dispute.

When the Headteacher receives a dispute, she may appoint an investigating officer to consider the situation and make a decision.

If the dispute is not resolved at school level, the parents/carers and/or pupil may raise their concern with the Local Authority.

12. Complaints

In the event of parents/carers or a pupil wishing to make a complaint in relation to ALN or ALP, the first point of contact is the ALNCo. If the ALNCo is not able to resolve the complaint at an informal level, parents/carers and pupils may follow the school's formal complaints procedure. A copy of the Complaints Policy is available on the school website.

13. Monitoring

In order to monitor the effectiveness of ALN provision at Sketty Primary School, the ALNCo will provide regular updates to the Headteacher and Senior Leadership Team. The ALNCo will produce an annual Action Plan, which will be monitored on a regular basis by the SLT.

The Governing Body will appoint a 'Link Governor', who will meet with the ALNCo on a half yearly basis to monitor how the school supports pupils with ALN.

The school's ALN policy will be formally reviewed by the Governing Body on an annual basis.

Appendix 1 - Examples of Universal Learning Provision available at Sketty Primary School

This is not exhaustive, but illustrates some examples of universal provision that is embedded across the curriculum at our school.

Cognition and Learning ● Literacy support groups ● Numeracy support groups ● Dyslexia support groups ● Classroom differentiation ● Writing frames, vocabulary lists, word mats etc. ● Variety of teaching approaches to cater for mixed ability classes ● Assessment for Learning approaches embedded within classroom pedagogy	**Communication and Interaction** ● SCERTS champion ● Differentiated curriculum ● Increased visual aids / modelling ● Language Link ● Regulation stations ● Access to quiet spaces ● Access to a nominated adult ● Prompt cards and/or defined roles for group discussion ● Word walls / vocabulary lists and sentence starters
Emotional, Behavioural and Social ● Pastoral support through Well-being lead ● Access to counselling (The Exchange) ● Positive play ● Clearly communicated behaviour policy, applied consistently ● Restorative practise ● Rewards and praise ● Consistent adult behaviour ● Check ins/out	**Sensory and Physical** ● Access to Sensory room/ sensory circuits ● Coloured overlays ● Use of assistive technology (e.g. laptop / tablet) ● Flexibility and sensitivity (e.g. sensory/ rest breaks) ● Writing slopes / pen grips

See Universal provision/ provision mapping for full breakdown

Appendix 2 – Our equity model at Sketty Primary School



What you need, when you need it!!!

Our Sketty Equity model clearly shows that every child in Sketty Primary has the same opportunities and whatever support they may need. Every child matters in Sketty and we want everyone to achieve their full potential throughout their time with us.

We recognise that not all children are working at the same level and some children may need extra help. This could be through Universal provision. This is provision that is available to all children throughout the school. An example of this is every class has access to Visual timetable, now/next cards, regulation station, access to overlays and individual workstations.

Some children may need further support through early intervention. We run a range of interventions from Nursery to Year 6, to help children to catch up, or support them with e.g. social skills, listening skills as well as more structured interventions such as Language link, DCD and Wellcomm.

Occasionally, children do not make the required progress, and therefore will need more targeted support. This could be through a targeted TA, working in a small group, specialist provision/ resources or support from outside agencies, for example the Behaviour Support Teacher, Educational Psychologist, Specialist Teachers within the Local Authority, OT, Physio and SALT.

Our Equity model enables all the children to reach their full potential and "*Be the Best They Can Be."*