



Ysgol Gynradd Gymraeg Tonyrefail

School Policy Document Additional Learning Needs

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Additional Learning Needs Policy

Introduction

This policy has full regard to the Special Educational Needs Code of Practice for Wales (2002) and the SEN and Disability Act 2001 and the Disability Discrimination Act 2005 (DDA 2005). The policy addresses the seventeen areas specified in the Education (Special Educational Needs/Additional Learning Needs Information Wales) Regulations 1999. It has as a basic principle that the needs of all pupils who may have Additional Learning Needs (ALN), either throughout or at any time during their school career, must be addressed. It is recognised that there is a continuum of needs and that children with ALN have the right to the greatest possible access to the broad and balanced education set by the National/Foundation Phase Curriculum and the Literacy and Numeracy Framework.

The Code of Practice gives these definitions:

Children have Additional Learning Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a) have significantly greater difficulty in learning than the majority of children of the same age; or b) have a disability which 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.

The Code also refers to the Disability Discrimination Act 2010 which states:

A person has a disability if he/she has a physical or mental impairment which has substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

1 Objectives

YGG Tonyrefail aims to ensure that all pupils with Additional Learning Needs receive the best possible education and are enabled to develop their full potential both academically and socially. This policy (in conjunction with the SEN, LAC, EAL and MAT policies) ensure the school meets the needs of all pupils. The school aims to integrate all pupils into all aspects of school life.

2 Day to day Coordination of ALN

The designated school ALN co-ordinator is Mrs Rachael Withey

3 The arrangements which have been made for co-ordinating the provision of education for pupils with ALN at the school.

The School Governing Body will, in co-operation with the headteacher:

- determine the school's policy and approach to ALN provision;
- establish the appropriate staffing and funding arrangements; and
- maintain a general oversight of the school's ALN provision.

The School Governing Body has a nominated 'ALN Link Governor' - Mrs Delyth Barwick to liaise with the headteacher in monitoring the school's ALN provision.

The headteacher has the responsibility for ensuring that the school policy is being administered effectively, efficiently and equitably within the school.

The ALNCo is responsible for:

Co-ordination of ALN throughout the school

ALN related policies

School ALN policies

ALN registers

Annual Reviews of pupils with IDPs

Organising PCPs

Writing applications for submission to the Additional Learning Needs Panel, EPS service, NDT, Eye to Eye, SALT

The team of LSA's: Deployment, Welfare and Training

Self-evaluation of ALN

There are procedures in the school for:

- Planning special provision (including the early identification and assessment of special needs and special provision requirements);
- resourcing the provision in a fair and consistent manner;
- implementing the provision in an effective, efficient and equitable manner;
- monitoring the progress of individual pupils and groups of pupils by keeping appropriate records;
- evaluating the progress of individual pupils and groups of pupils by carrying out regular reviews;
- reporting on the effectiveness of the outcomes of the provision in relation to the progress of each individual pupil.

4 Admission arrangements for pupils with ALN who do not have a statement in so far as they differ from the arrangements for other pupils.

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is however essential that resources and facilities are available to meet the pupil's needs and Educational Psychology Service advice is sought. However, special consideration is given to every individual pupil and it is important that the school follows the fundamental principles of the Code of Practice that:

- A child with Additional Learning needs should have their needs met.
- The Additional Learning needs of children will normally be met in mainstream schools or settings.

These include:

Educational Psychology Service

Local Health Board

Speech and Language Therapy Service

Occupational Therapy Service

School Nurse Service

Behaviour support service

ALN Advisory Service

LSS

Looked After Children Service
CAMHS
NDT

5 Facilities for pupils with ALN at the school, including facilities which increase or assist access to the school by pupils who are disabled.

The school is accessible for pupils with a physical disability who may have to use a wheelchair or crutches for support.

6 How resources are allocated to and amongst pupils with ALN.

Learning Support Assistants represent a significant resource. These are primarily allocated by the time allocations (1:1 and shared) specified in Individual Development plans (IDP). The LSA timetable is constructed to maximise the benefit. Remaining time is then allocated to maximise benefit to as many pupils as possible or those with identified difficulties (long and short term). Resources for children with Additional Learning Needs are allocated to all curriculum areas to allow for materials, books and staffing to be available according to needs.

7 How pupils with ALN are identified and their needs determined and reviewed.

Children with ALN needs should be identified and assessed as early as possible, and it is of the utmost importance that all members of staff are aware of the procedures for the identification of pupils with ALN needs. Assessment should not be seen as a single event, but a continual process.

If a child's needs have been established before entry into YGG Tonyrefail we will ensure that the necessary provision and support continues with the minimum disruption and anxiety for the child and parent. Parents who feel that their child may have additional learning needs are encouraged to discuss their concerns with the Head Teacher or ALNCo at their earliest convenience. Every effort will be made to deal with their worries as quickly and as sensitively as possible.

YGG Tonyrefail uses a range of assessment techniques, for example, standardised tests, classroom observations, National Tests, Wellcomm, Language Link, reading (Salford, Glannau Menai), spelling (Schonnell, Glannau Menai) and numeracy tests (MALT), use of standard checklists and profiles, parental views. School assessments in all subjects are held regularly. In addition, Educational Psychologist or Learner Support reports may be sought.

The assessment seeks to identify the nature of the difficulties being experienced. The assessment of a pupil's needs will lead to a description of the special provision and any special resources required to meet the needs.

The provision planning and resourcing will consider both the special provision required to meet the pupil's additional needs and any special arrangements to ensure access to a broad, balanced and relevant education. Following identification of pupils, a PCP (Personal Centred Planning) meeting will be held (with parents and any outside agencies) to determine if a child has ALN. If it is decided that the child does, an IDP will be written by the ALNCo in collaboration with the class teacher. IDPs are working documents and will be reviewed regularly. A formal annual review of the IDP will take place within a year of a child receiving an IDP. This will take place in school with parents, child and any outside agencies.

For children who don't meet the criteria for an IDP, they are given an individual learning Plan. These are reviewed bi-annually and are monitored by the ALNCo. The learning plans are shared with parents during Parent's evenings.

8 Arrangements for providing access by pupils with ALN to a balanced broadly based curriculum (including LNF and the National/Foundation Phase Curriculum).

It is the school's policy that all pupils with ALN follow the National/Foundation Phase Curriculum and Literacy and Numeracy Framework along with all other pupils in the school.

9 How pupils with ALN engage in the activities of the school together with pupils who do not have ALN.

Children with ALN are not discriminated against in line with the disability act 2010. They take part in all of school life and would only be disapplied from any part of the Curriculum in consultation with themselves, parents and always the Educational Psychology Service. Pupils are supported in line with individual needs and with the aim of ensuring that pupils with additional needs have exactly the same opportunities as all pupils.

10 How the governing body evaluate the success of the education which is provided at the school to pupils with ALN?

The ALN procedures will be kept under review by:

- (1) carrying out an annual self-evaluation of our ALN provision;
- (2) identifying key areas for development

11 Complaints from parents of pupils with ALN concerning the provision made at the school.

Parents are welcome to contact the School. We actively seek advice from outside agencies in order to resolve any problems but if a concern cannot be resolved a complaint can be made using the school's complaint policy and procedure. The Special Educational Needs Tribunal for Wales is available, which provides for children, their parents and young people to appeal against decisions made by the local authority in relation to their or their child's ALN. Details can be found on our school website under 'Additional Learning Needs'.

12 Any arrangements made by the headteacher / governing body relating to in-service training for staff in relation to ALN.

The annual audit of staff professional development needs will assist in identifying the various training needs of staff in contributing to the school's ALN provision. Every encouragement will be given to staff to seek specialised training and qualifications in line with their areas of responsibility, subject to financial constraints. The ALNCO meets on a regular basis with the LA special needs service. ALN advice will be provided by the ALNCo and specialist external staff as and when required.

13 The use made of teachers and facilities from outside the school including links with support services for ALN.

An educational psychologist will visit on request if particular issues arise, but the school is only allocated 6 visits a year from the EP. Staff are able to use Phase A, a dedicated Educational Psychologist advice line. Children with hearing and vision difficulties are seen by the appropriate LA designated teachers and the Speech and Therapy service is contacted when necessary.

14 The role played by the parents of pupils with ALN.

Partnership with parents is a key feature of all aspects of YGG Tonyrefail. Parents are always welcome to contact the school about any concerns. The development, progress and behaviour of all pupils is monitored by all staff. Parents are contacted at the earliest signs of difficulty. There is a regular pattern of parents' evenings, and this is supplemented by a full school report and invitation to parents to contact school at any time. Parents and pupils are always invited to reviews of pupils with ALN. The school ensures that all appropriate documentation and information is received when a pupil with ALN enters the school and also that the appropriate records are transferred when a pupil with ALN transfers to another school.

15 Transition to Secondary school:

YGG Tonyrefail's ALNCo and the ALNCo from Ysgol Llanhari meet on a regular basis. Children with ALN are able to visit Ysgol Llanhari separately during the summer term. During the summer term a meeting is arranged between the Ysgol Llanhari ALNCo and the parents of individual Year 6 children with ALN.