



# Additional Learning Needs Policy March 2023

## Aims

Trellech Primary School prides itself on being a fully inclusive community for learners of all abilities, challenges, race, gender and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many learners throughout their educational life will experience a time when they need support from time to time 'in addition to, the education provision made generally for learners'.

Trellech Primary School is committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- Learners with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all learners with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered. Parental engagement forms a crucial aspect of the process.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA and other partners.
- There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.

- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need.
- Learners will be fully involved in developing their One Page Profiles and where appropriate, setting targets within their Target Sheet or outcomes in their Individual Development Plan (IDP). This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, learners will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets. This will be done through the current assessment policy and practice.
- Learners will be fully involved in transition phases, when entering the School, when transferring to new class and schools.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the learners' needs will be taken fully into account.
- The School's normal assessment system will ensure that all additional learning needs are identified early. In addition, there is a monitoring system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the SLT.
- The school will keep abreast of best practice when devising intervention, support and provision following the graduated system of support to overcome barriers to learning.
- The intervention and provision set out in the One Page Profiles will be reviewed within the normal assessment cycle at the school through a person-centred review. IDPs will be formally reviewed through a person-centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a student's progress, taking into account the views of parents, teachers and child. Teachers, teaching assistants and any other key members will contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

## Roles and Responsibilities

The approach to providing for learners with Additional Needs will be whole school. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the OPP and where appropriate the IDP, plans, delivers and assesses achievement and progress according to the needs of the learner.

### Class Teacher has responsibility

- To provide high quality teaching and learning as part of the universal provision of the school.
- To implement any reasonable adjustments through universal plus provision.
- To implement the school's ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the student's One Page Profile, Target Sheets and IDPs / Statements of SEN.
- To ensure that achievement and progress are also appropriate to the needs of the learner.

- To support the school processes around early identification and targeted intervention to meet individualised need.
- To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator when required.
- To differentiate learning and materials and set achievable goals to ensure that the learners experience success.
- To attend reviews and discussions on learner progress, as required.
- To record and report any concerns on learner progress to the ALNCo / SLT.
- To contribute to the provision map for individual learners, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
- To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team.
- To communicate with parents, raising concerns and celebrating progress.
- To support the effective handover of information to ensure successful transitions between year groups, phases and settings.

## Teaching Assistants have responsibility

- To ensure the daily implementation of the school Additional Learning Needs Policy.
- To liaise with and advise teaching staff on additional learning needs matters.
- To have a full knowledge of the learners' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- To work with the class teacher to keep records on learners with IDPs and their progress.
- To attend reviews and discussions on learners' progress as appropriate.
- To support the work of the learner in the lesson by adapting work and providing support and confidence to the student.

## ALN Teaching Assistants have responsibility

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising and advising teaching staff on additional learning needs matters.
- For having full knowledge of the learners' needs, provision and targets within target sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher for keeping records on learners receiving targeted and specialised support and their progress (where relevant).
- Work with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of targeted or specific support.

- To attend reviews and discussions on learners' progress where appropriate.
- When supporting in lessons, adapting work and providing support and confidence to the learner and setting appropriate short-term targets.
- Statutory responsibility for implementation of the Code.

## ALNCo

### Additional Learning Needs Co-ordinator has responsibility:

- For the daily oversight and implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff and Teaching Assistants on additional learning needs and additional learning provision matters.
- For supporting early identification of need and overseeing reasonable adjustments within universal, targeted support and specialist support required to meet needs.
- Working with the class teachers and Senior Leadership Team to oversee the provision for learners with additional learning needs at a universal and targeted support level throughout the school.
- For the development, monitoring and tracking of the Provision Map for learners with additional learning needs.
- Liaising with and advising teachers and support staff in planning appropriate programmes of intervention.
- For overseeing the records of all children with additional learning needs, including the completion of appropriate referral forms.
- For contributing to the in-service training of staff.
- For identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- For liaising with parents / carers.
- For supporting staff and providing oversight to the timely and effective completion of referrals to external agencies.
- Working alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs, with effective implementation of strategies, appropriate and provision agreed.
- Meeting with and providing feedback to the ALN Governor.

- Contributing to the School Development Plan and the identifying resource needs.
- Ensuring the IDP reviews are completed within statutory timescales (as well as Statement until they are all transferred to IDP in-line with the Welsh Government schedule of transformation).
- Statutory responsibility for implementation of the Code.
- Oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

### Headteacher has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing the Additional Needs Co-ordinator, ensuring appropriate time allocation for completion of ALN matters.
- For co-ordinating, alongside the Additional Need Co-ordinator, the provision for learners with additional learning needs, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- For overseeing the records of all learners with additional learning needs.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.
- Statutory responsibility for implementation of the Code.

### ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

### Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision (see appendix iii). Their role will be primarily to support and guide subject teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the student, withdraw learners for one to one or small group sessions where this can be shown to

improve access to and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

# Identification and Provision

Trellech Primary School uses the definitions of **additional learning needs** and **additional learning provision** as recorded in the Additional Learning Needs Code for Wales 2021.

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.

A child of compulsory school age or 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.

‘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 mainstream maintained schools in Wales.

Trellech Primary School is working towards the national implementation of the ALN Act 2018 from September 2021. This legislation will be used to support all learners newly identified as having an additional learning need which calls for additional learning provision and from January 2022, those learners in Years 1, 3 and 5 during the academic year 22-23 (in-line with the Welsh Government Transition Plan). All other learners with an already identified need will remain on the current system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

**Identification and monitoring of a learner with Additional Learning Needs is carried out through the assessment and wellbeing processes at Trellech Primary School.**

Teachers are involved in the on-going assessment of learner needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Learners are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- standardised assessment data
- teacher assessment data
- diagnostic testing assessments by class teacher, ALNCo and outside agencies
- behaviour / relationship logs
- transition information from previous setting / school
- information provided from external professionals
- reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

## Transition and Induction

On receipt of application for an in-year transfer from the LA, information is collected from previous settings as early as possible to determine whether the school can meet the needs. On transition between Foundation Phase and Key Stage 2, information is passed from one class teacher to the next.

On receipt of confirmation of Nursery (where application), Reception and Year 7 placements from the LA, transition arrangements are put in place. Pre-Nursery learners with an already identified additional learning need are visited within their existing setting. Within reason, preschools will be visited prior to learners joining the Primary School and the same process is in place for Secondary School placements.

Enhanced transition is in place for learners with Additional Learning Needs, based on need. For learners with Local Authority funded provision, additional meetings are held with the Local Authority and other stakeholders to determine whether need can be met within the preferred setting.

Where possible, Year 5 and 6 Annual Review meetings are attended by the Secondary Representative. Learners with funded provision are discussed in a meeting between the LA and Secondary School in the December before the September of entry, to discuss needs and how these can be met.

Communication with the Local Authority, the associated Educational Psychologist and any external agencies involved with an individual supports the transition between all settings, whether in-year or a phase transition. One Page Profile and IDP information is passed on from feeder schools to the secondary provision at the point of transition.

## Levels of Support

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Learners requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

The level of support:

### **Specific Additional Learning Provision**

The needs of a learner are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the student's needs. Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a student is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the student and school staff.

Trellech Primary will follow the Welsh Government Transformation process from January 2022. Learners without Statements of SEN will continue on their current plan until the transformation of their Year Group takes place, in-line with Welsh Government's transformation process. Parents of and learners on the existing SEN Register in any year group can request a change to the new system at any time and this would trigger the statutory timescales for school to respond

For learners with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs.

In all cases of a Statement of SEN or an IDP, a review meeting will be held annually and all stakeholders invited to contribute.

### **Targeted Intervention**

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the student to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

### **Universal Plus Provision**

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

### **Universal Provision**



All teaching and learning throughout the school is inclusive to meet the needs of nearly all learners, including high quality differentiation. Universal provision includes the MCS Waves of Intervention.

For all learners with identified additional learning needs, One Page Profiles are created with learners and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on OneDrive for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / SLT. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of an IDP can be requested at any point by the student or the parent.

Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN concerns with the Inclusion Team. The Complaints Policy is accessible through the School Website.

## Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- analysis of student tracking data and test results
- value added data
- monitoring of procedures and practice by the Senior Leadership Team and the Directors of Learning
- reviewing target sheets and IDP outcomes
- school self-evaluation, using a variety of approaches
- the Additional Learning Needs moderation process
- Pupil Progress Meetings/Intervention monitoring sheets
- School Development Plan

**This policy was approved by the Governors**

Signed: .....

Chair of Governors

Date: .....

Signed: ..... Headteacher

Date: .....

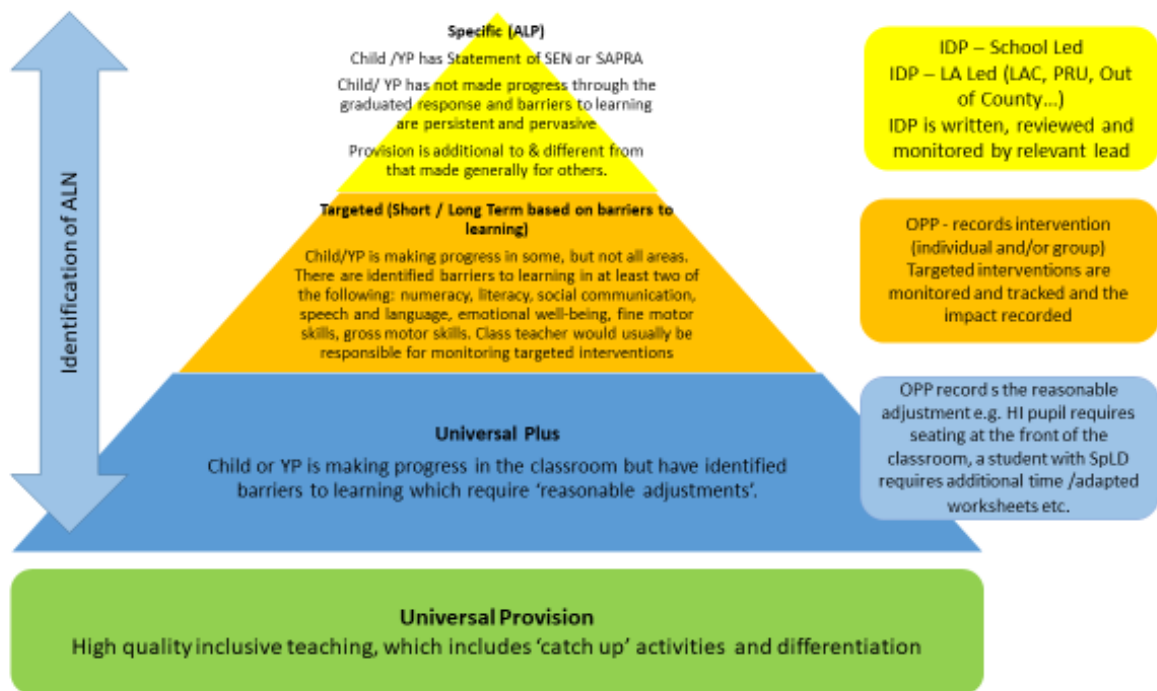
## Appendix i – One Page Profile

One Page Profiles are created through person centred approaches for all learners with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

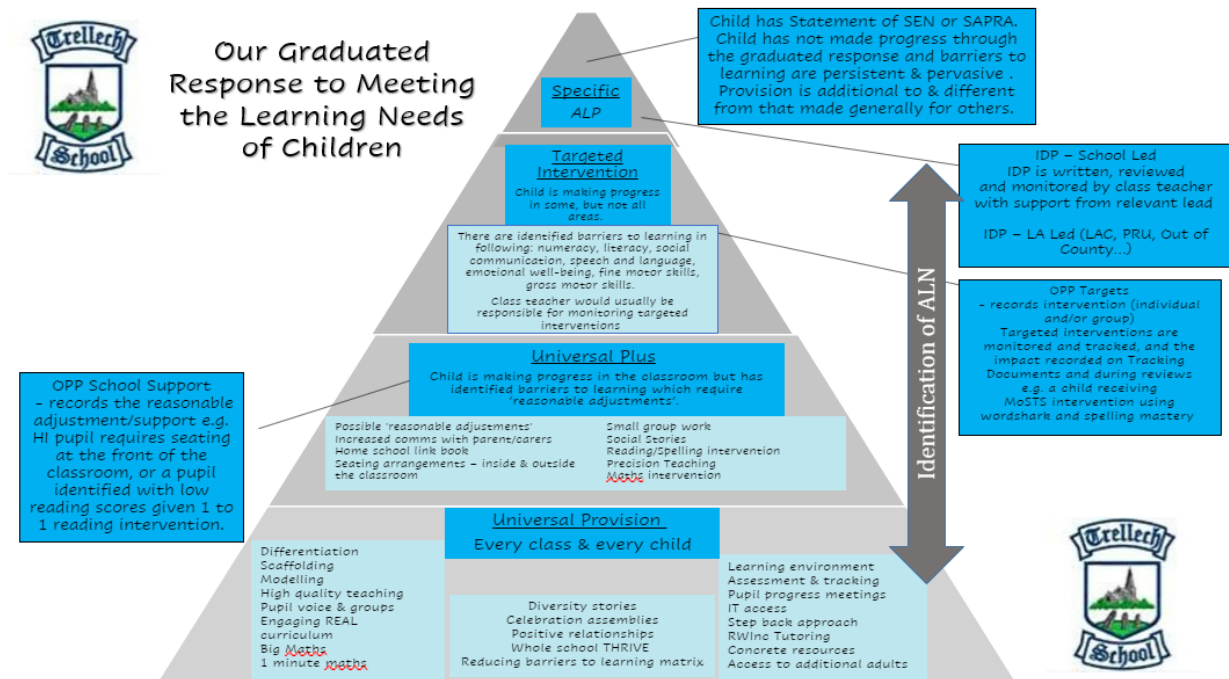
This is me	What people like and admire about me ...
What is important to me ...	
How to support me well ...	

## Appendix i – Support Structures

Overview of the areas of the Provision Map:



### Overview of the TPS Provision Map



## Appendix iv – Other Vulnerable Groups

### English as an Additional Language

Learners with English as an Additional Language are not classed as having additional learning needs, unless this has been identified through assessment in their home language.

Gwent Ethnic Minority Services (GEMS) work with school to assess any learners newly identified as EAL, to determine their competency levels in English. Based on this assessment, individuals may receive direct support from GEMS staff or specific support through school.

Ongoing support is provided through GEMS in relation to:

- communication with parents where language remains a barrier
- accessing home language qualifications
- advice and support regarding specific skill areas

General strategies to support learners with EAL:

- seat next to learners who are empathetic and helpful
- language should be presented in a meaningful context – use images and pictures
- English should be spoken clearly, using simplified language where possible in instructions
- encourage repetition and use of new words taught
- present learners with differentiated information, considering the language used
- identify key vocabulary and sentence structures, breaking down tasks
- encourage the use of glossaries at the back of books
- use Google Translate to provide instructions if required
- encourage peers to support with a language rich environment
- model the activities to be completed
- use time charts, timelines and writing frames to support written work
- use a variety of methods of recording to support in the written aspect of lessons
- make use of ICT where possible to support in learning
- learners carry dictionaries around with them, should they be required
- learners can continue to write the word in their home language and English to ensure understanding.

## Healthcare Needs

There is a separate policy in place for Supporting the Needs of Learners with Healthcare Needs (in-line with Welsh Government Guidance). Information about learners with healthcare needs are located within SIMS. Where medical needs are complex and require modifications to provision, an Individual Healthcare Plan will be written by a member of the Inclusion and Wellbeing Team in collaboration with the student and parents.

Key considerations:

- where a student has an allergy, reasonable adjustments need to be made when engaging in any food based learning (the individual should be included in this planning)
- risk assessments for trips and visits need to include information about medical needs
- all medication must be stored in Healthcare
- epi-pens are stored within an accessible area – those staff epi-pen trained will be in receipt of all information required
- first aid kits are available in each faculty base
- Healthcare remains accessible during breaks, Wellbeing is to be contacted in a first aid emergency

## Looked After Children

Children who are looked after (CLA) are identified through SIMS by a 'Y' in the 'Looked After' column within spreadsheets. Each student who is CLA will have a Personal Education Plan (PEP). If they are looked after by a Local Authority in Wales, the Social Worker will lead the process. If they are looked after by a Local Authority in England, the school will lead the process. A member of the Inclusion and Wellbeing Team will support this process and be a key liaison between school and home. Please be mindful of the past experiences these learners may have had and the impact this could have on learning. Where an individual has an additional learning need, there will be an ILP in place which provides important aspects of their background. Where there is an ALN calling for ALP, the Local Authority will take responsibility for the IDP. Please consider the information on Adverse Childhood Experiences when working with learners who are CLA.

## Service Children

Learners who have parents currently or previously in the armed forces are identified through the admissions process. It is felt that many of these learners will have experienced a range of house moves and the relocations may have impacted their social and emotional development, as well as their learning. Learners are able to access support through school based provision or through the Partnership Officer for Service Children in Monmouthshire.

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<b>Associated documents</b>
Additional Learning Needs Code for Wales Welsh Government Transformation Guidance Monmouthshire ALN Strategy