

<b>Policy:</b>	Additional Learning Needs Policy
<b>Responsibility:</b>	Full GB
<b>Headteacher's recommendation to the Governing Body:</b>	<i>This is a bespoke policy written by the ALN Coordinator taking into account research, best practice, the national Code of Practice, and our own procedures here at Ysgol Cybi. Headteacher recommends that the policy is adopted as new.</i>
<b>Adopted:</b>	26.10.17
<b>Review:</b>	Every three years, as dated below:



**Ysgol Cybi**

**Additional Learning Needs Policy**  
**A.L.N**

The legal definition of Additional Learning Needs is defined in the 1996 Education Act as Follows:

*A child has a learning difficulty if he or she:*

- *has significantly greater difficulty in learning than the majority of children of the same age;*
- *has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;*
- *is under school age and falls within the definition above or would do so if additional needs provision was not made for the child.*

*A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.*

*towards their full potential regardless of ability.*

- *provide for and support the children with additional learning needs to follow the whole school curriculum and to achieve success and progress according to their potential.*

**Objectives**

The objectives of our ALN policy are:

- *the school's assessment arrangements ensure that pupils' additional needs are identified as soon as possible;*
- *assessment data is used to influence decision making;*
- *pupils with additional needs are given full and equal access to a broad and balanced curriculum;*
- *various resources are allocated to ensure that the needs of pupils are appropriately met;*
- *parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school;*
- *teachers, other professionals, facilities and resources from within the school and outside are used appropriately;*
- *individual targets are set and reviewed on a regular basis;*
- *all children gain confidence, independence and self-reliance in order to develop into confident and capable learner;*
- *all children are able to read, write and use number effectively with confidence within their ability;*
- *all pupils are actively involved and informed of their targets.*

## Responsibilities

The school's ALN Coordinator is, Mrs Alison M. Jones

The Specialist Teacher is, Mrs Lynne Hardwidge Jones.

The named governor for ALN is Karen Davies

### Responsibilities of ALN Coordinators

The ALN Coordinators responsibilities include:

- *determining the strategic development of the ALN policy and provision with the Headteacher and Governing Body;*
- *taking day to day responsibility for the operation of the ALN policy and provision;*
- *working with school staff to analyse and assess pupils' needs;*
- *monitoring the quality of teaching and standards of pupil achievement;*
- *setting targets for improvements;*
- *working with class teachers to ensure that provision is matched to the needs of the children;*
- *helping to establish Individual Education Plans;*
- *overseeing and updating the records of children with Additional Learning Needs;*
- *developing and maintaining working relationships with parents;*
- *liaising with external agencies, including teachers in specialist facilities;*
- *keeping the Headteacher and Governing Body informed of developments as and when necessary;*
- *maintaining a record of INSET related to additional needs;*
- *keeping up to date with new developments by attending courses provided by the Education Services and other organisations;*
- *relaying information to relevant staff;*
- *supporting the training for staff on training days and during directed time, as require;*
- *managing the deployment of TAs supporting pupils with ALN;*

### Responsibilities of Class Teachers

All class teachers have a responsibility to ensure that the ALN policy is put into practice.

Class teachers' responsibilities include:

- *liaising with the ALN Coordinator;*
- *monitoring and recording progress;*
- *identifying pupils who make little or no progress regardless of differentiated work being provided;*
- *working with the ALN Coordinator and parents in collecting and recording information about the pupil(s) in order to move forward;*
- *planning and delivering appropriate IEPs;*
- *recording on the IEPs any additional provision that is required;*
- *accepting the TAs as team members in the classroom;*
- *opportunities to attend consultations and review meetings.*

### Responsibilities of the Governors

The Governors of Ysgol Cybi would wish to ensure that:

- *the ALN Policy follows the requirements of the Code of Practice;*
- *the Policy is readily available to all members of staff;*
- *the Policy is clearly articulated and consistently applied;*
- *ALN records are maintained and kept up to date by all staff;*
- *the interests of all children with ALN are appropriately met;*
- *all staff are aware of the importance of identifying and providing for pupils with ALN.*

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## Identification Procedures

### Responsibilities of Class Teachers

The class teachers' responsibilities in identifying additional learning needs include:

- *observations;*
- *teacher assessments;*
- *discussions with Headteacher, other staff or external agencies;*
- *discussions with parents and pupils;*
- *recording results of standardised assessments.*

Other agencies, such as Speech and Language Therapists, Health Visitors, Sensory Support, Learning Support Service and other non-teaching staff, may also be involved in this process.

### **Parents/Guardians**

Parents are encouraged to pass on information and concerns about their child's health and background.

The following procedures need to be followed:

### **Initial Implementation**

- *parents of all pupils who are identified with ALN are contacted and concerns are shared and discussed informally;*
- *pupils' names are entered onto the ALN list.*

Information gathered about pupils' needs may cover learning difficulties, strengths, medical problems or emotional and behavioural difficulties. This information is then used by class teachers/ALN Coordinator to target areas of weakness and devise IEPs or IBPs.

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### **Admission Arrangements**

The admission arrangements are:

- *under the control of Anglesey Educational Services and apply to all children, regardless of any Additional Learning Needs.*
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### **Provision for Pupils with Additional Learning Needs**

The following stages of provision are offered in line with the Code of Practice:

#### **School Action**

The indicator for School Action is when:

- *there is a concern, reinforced by evidence, that a pupil is making little or no progress regardless of receiving differentiated learning opportunities. The class teacher, with the ALN Coordinator, should collect all available information on the pupil and seek additional information from the parent/guardian before deciding on the action to be taken;*
- *the class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual programme which should be recorded in an IEP;*
- *the ALN Coordinator should take the lead in further assessments of pupils' strengths and weaknesses, monitoring and reviewing provision.*

A range of strategies, which have been shared with the pupil, parents and all staff, are used to support the needs of ALN pupils at School Action, including:

- *different learning materials/strategies;*
- *specialist equipment/resources;*
- *some group/individual support;*
- *undertaking staff development/training;*
- *simple targets identified and monitored to assess progress.*

#### **School Action Plus**

The indicator for School Action Plus is when:

- *a pupil makes little or no progress, despite receiving an individual programme under School Action.*

A range of strategies, which have been shared with the pupil, parents and all staff, are used to support the needs of ALN pupils at School Action Plus, including:

- *consultation with specialists who will need to see the pupil records. The ALN Coordinator is responsible for coordinating this consultation process;*
- *an IEP to record new strategies which are being implemented;*
- *as far as possible, all support should be provided within the classroom;*
- *where withdrawal support is deemed appropriate, this should be on a small group or one-to-one basis;*
- *delivery of interventions is the responsibility of the class teacher.*

#### **Statutory Assessments - School Action Plus Additional Support**

School or parents/guardians are able to make a request for statutory assessment of School Action Plus Additional Support. The request will usually be made following consultation meetings.

There should be written evidence of:

- IEPs at School Action and School Action Plus;
- records of reviews and outcomes;
- NC levels and attainments in literacy and numeracy;
- educational and other assessments;
- views of parents and pupils;
- involvement of other professionals.

### **Recording, Monitoring and Reviewing**

#### **Responsibilities of ALN Coordinators**

The ALN Coordinators responsibilities include:

- *monitoring the progress of pupils with ALN by liaising with the class teacher;*
- *overseeing all record keeping.*

#### **Responsibilities of Class Teachers**

The Class Teacher's responsibilities include:

- *maintaining the class ALN file;*
- *checking and updating the class medical list;*
- *recording progress towards the achievement of IEP targets;*
- *reviewing IEPs bi-annually and more regularly where appropriate.*

#### **Parental/Guardian Involvement**

Parents/Guardians will be:

- *progressively more involved with decision making, developing IEPs and setting targets through regular review meeting;*
  - *given access to a member of staff to discuss any difficulties or concerns;*
  - *given opportunities for decision making;*
  - *supported in understanding the roles of other professionals by access to information in a format that will be understood.*
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### **Availability of Resources**

- *Each year a proportion of the budget is allocated to the purchasing of resources that will support the provision available to pupils with ALN.*
  - *The school currently has 16 Teaching Assistants to support pupils in small groups or individually.*
  - *Existing resources include:*
  - *Uned Seiriol Unit, to support moderate learning groups.*
  - *Y Nyth- a Nurture group to support learners with emotional and behavioural difficulties.*
  - *Computer Programmes: Literacy Activities, Numeracy Activities, Talkabout Programme, PATHS programme, and various iPad Applications; Daily Diary sessions; Direct Phonics; Standardised Assessments; Numicon; Rapid Maths "Connections"; Rapid Readers Dandelion.*
  - *Opportunity for pupils to gain the Prince William Award – a, "Dare To Be Your Best Self"*
  - *Resources are stored centrally for all teachers to access.*
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### **Staff Development**

Staff are informed and involved in additional needs issues through:

- *regular staff meetings;*
  - *directed time given to discuss ALN issues with other staff/ALN Coordinator;*
  - *INSETs by ALN Coordinator, LSS or other external support services.*
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### **Role of Teaching Assistants – LA and School Employed**

#### **Responsibilities of Teaching Assistants**

Teaching Assistants are responsible for:

- *directly supporting individuals or small groups of pupils;*
- *contributing to the implementation of IEP targets;*
- *contributing to the development of resources for pupils with ALN;*
- *attending meetings as directed by the ALN Coordinators;*
- *reporting on pupils progress to the class teacher and ALN Coordinator;*
- *the headteacher reserves the right to deploy TAs in any manner giving due respect to their job descriptions*

### **Responsibilities of Class Teachers**

In working with the Teaching Assistants, the class teachers are responsible for:

- *meeting regularly with the Teaching Assistants;*
- *planning activities for Teaching Assistants to implement;*
- *explaining the classroom routines, timetable and classroom management strategies.*

### **Responsibilities of ALN Coordinators**

The ALN Coordinator is responsible for:

- *securing joint planning time for the Teaching Assistants and the class teacher.*
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### **Links with Other Services**

The ALN Coordinator co-ordinates links with a range of other services including:

- *school nurse;*
  - *Assistant Headteacher, who works with the Educational Welfare Officer in securing good attendance for all pupils;*
  - *Specialist Teacher based in the school.*
  - *Inclusion assistants based in The Nyth;*
  - *Speech and Language Therapy Service;*
  - *Educational Psychology Service;*
  - *ASD Outreach Team.*
  - *CAMHS*
  - *TAF*
  - *Skillforce*
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### **Arrangements for Complaints**

Usual school procedures to be followed.

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### **Criteria for Success**

The following criteria will be used to evaluate the success of the policy:

- *that everyone knows about and uses the policy.*
- *that pupils with ALN are identified quickly;*
- *that parents/guardians are informed and, as far as possible, involved in supporting their child;*
- *that pupils are well informed and involved in identifying, monitoring and recording their progress;*
- *that the provision provided is appropriate to the pupils' needs;*
- *that there are close links with the Specialist Teacher and other support services.*