



ALN Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable

ADDITIONAL LEARNING NEEDS POLICY

Additional Learning Needs is legally defined in the 1996 Education Act as follows:

A child has a learning difficulty if:

- ✓ A significant additional difficulty in learning more so than most children of his/her age.
- ✓ A disability that prevents the pupil from making full use of the educational resources available within the school.

Principles and Aims

Principles

- This school strives to ensure equal curricular and social opportunity for pupils with additional learning difficulties.
- This school strives to effectively collaborate with statutory agencies relative to the pupil and his/her difficulties.
- This school strives to work closely with parents to ensure effective partnership to help the pupil and to ensure awareness of their child's progress and the provision offered.
- This school emphasises the pupil's welfare and development and gives consideration to his/her opinion.
- This school aims to ensure whole school and multi-agency response where appropriate to help the pupil.

Aims

- Ensure that a system exists in the school that early identifies the difficulties a pupil has and that could hinder his/her education.
- Gather information from teachers, parents, the pupil and others to ensure the best understanding regarding the nature of a pupil's difficulties.
- Ensure that the appropriate provision is made for any pupil with additional learning difficulties.
- Strive to ensure the cooperation and support of the parents and others regarding identification and provision of service.
- Ensure that pupils with additional learning needs have full access to a wide and balanced curriculum.

Responsibilities

- ❖ Additional Learning Difficulties co-ordinator: Mrs Rhian Evans
- ❖ Designated Governor: Mr Huw Roberts – Chair of Governors

Information regarding the ALN provision

The arrangements for co-ordinating the provision:

- ✓ The co-ordinator carries the responsibility for co-ordinating the provision within the school.

Responsibilities of Additional Learning Needs Co-ordinator

- Daily implementation of the policy.
- Co-ordinate, collaborate and advising with teachers regarding the provision.
- Collaborating with ALN pupils' parents.
- Collaborating the provision for ALN pupils of the
 - ✓ Support of Conwy Sensory Impairment Service
 - ✓ Support of Specialised Speech and Language Development Team SSLDT
 - ✓ Support of Conwy Autism Spectrum Service
- Keep the school ALN records and overlook every ALN pupil's record regularly
- Collaborate with other agencies e.g.
 - ✓ Education Authority – planning meetings with the Education psychologist
 - ✓ Health Authority
 - ✓ Social Services
 - ✓ Voluntary Organisations
- Ensure regular reviewing of arrangements
- Implement training requirements into the school development plan
- Collaborate with Primary/Secondary and Secondary/post 16 transition plans.
- Tracking pupils' progress.

Governors' Role

Ysgol Dyffryn Conwy Governors will ensure

- That the ALN policy is in line with the Code of Practice for Additional Learning Needs.
- That the policy is available for all staff and supply staff
- That the policy is clear and functional
- That records and ALN documents are kept by the Co-ordinator on the school electronic system and are updated.
- That the Governing Body report back on ALN in their annual report to parents.

Responsibility of the Head and the Governing Body

- Consider the ALN Co-ordinator's timetable in view of the Code of Practice and The New Transformation Bill in the context of the resources available in school.
- Ensure that a monitoring system exists in school for ALN pupils' progress.
- Ensure staffing and necessary finance.

Access arrangements

- Under the control of Conwy Education Authority and the Head and is relevant to all pupils whether or not they have ALN.
- The Head is responsible for access arrangements, except for pupils with ALN Statements / Individual Development Plan (IDP) where there is a need to consult the LEA.

The school admits ALN pupils to school by:

- Working with the support agencies when accepting a pupil for the first time
- Attend official meetings, such as statement reviews
- Transition plan from primary to secondary – discussions and information e.g. moving from one school to the other
- Discuss with parents
- Deal with the application in a positive style within the conditions that exist within the school at the current time
- Provide sensitive and proper support so that the pupil is included in all of the school's activities in line with the Disability Discrimination Act 2005 and The Equality Act 2010
- Arrange induction sessions for the pupils during the Summer term of Year 6

Information on Identifying, Assessing and providing for ALN pupils

In this school we identify educational needs early by:

- Transferring consultation information from Primary school and LEA (When transferring from Primary we follow the LEA policy that includes information regarding statutory reading and numeracy assessments.)
- Having evidence of teacher observations and assessments keeping in mind that every teacher is an ALN teacher.
- Comparing pupils' performance against the New Curriculum and the Literacy and Numeracy Framework.
- Ensuring that every teacher is well informed about standardised assessments and screening methods. Glannau Menai Welsh Literacy tests and Whole of Wales Test are used for literacy and NFER Literacy tests in English reading, Young's Parallel Spelling, WRAT 4 and the National tests.
- Practicing responsiveness and open-ness when parents/teachers/ assistants express concerns, or when the concern comes from a pupil or concerns by other professional workers.

Provision for ALN pupils

Every ALN pupil will follow the curriculum with other pupils except where details in his/her One Page Pupil Profile (OPP) states otherwise.

School Action (Monitoring and Targeted Monitoring)

- When there is concern regarding a pupil's progress although he had every opportunity in class the co-ordinator, liaising with the teachers will collect pupils' information before deciding on steps to implement.
- The Co-ordinator will make a further assessment of the pupil's strengths and weaknesses and review the arrangements for the pupil with the subject teachers (literacy/numeracy targets).
- The Co-ordinator shall create an Independent Educational Plan stating the support needed and the targets to be attained.
- It is the subject teacher that implements the IEP in the main-stream.
- The Co-ordinator is responsible for progress monitoring and reviewing the IEP.

A variety of strategies are available to support the pupils during this time, and staff are given regular training on how to support including:

- Differentiated learning material
- Specialised equipment/resources
- Individual/group support
- Support from class assistant
- Set simple targets, monitor and assess progress

Also additional support is provided for School Action pupils:

- Dyfal Donc/Catch Up
- Literacy intervention, group work
- Maths initiative
- Reading/daily Mathematics (NESSY)

School Action +

- The Coordinator will consult the external specialists e.g. educational psychologist, to attain more information regarding the pupil's difficulties and to have advice on teaching and learning methods.
- If a pupil is identified not making progress through the School Action support, he can be offered more support by entering him onto the School Action + steps.
- A new Independent Educational Plan will be created if necessary following any professional information and the IEP/Pupils Profile should record new strategies that are implemented.
- Usually the support should be offered within the class.
- When the support advises taking the pupil out of "mainstream", this will be performed on a small group basis or one to one.
- It is the subject teacher's responsibility to implement the independent educational plan in the main-stream(targets in Pupil's Profile)

Recording monitoring and reviewing:

- The subject teacher records the pupil's progress in attaining the targets of the IEP.
- The subject teacher and Co-ordinator review the IEPs. This is done in consultaion with the parents and pupil.

Statutory Assessment

If a pupil is identified as having continuous difficulties despite providing support under School Action + then we can consider Statutory Assesment to decide on the best way to provide for him.

The Coordinator will refer the pupil to the LA and will collect all the evidence regarding him within the school including:

- IEPs for School Action, and School Action+
- Records of annual reviews.
- National Curriculum levels and attainments
- Results of numeracy/literacy competency tests
- Educational/health/social assessments
- Parents and pupil's views
- External agencies' input

School Action + (Agreement) or Statement

Usually when a pupil has School Action + with Agreement, additional support is provided through the LEA, e.g. SSLIC Service, LSS, Sensory Impairment.

- Individual attention is given within the main-stream class, or
- special attention is given by the Moderate Educational Difficulties Unit
- The subject teacher prepares differentiated work in collaboration with the ALN Co-ordinator in line with the information in the Pupil Profile.
- Individual support is arranged by Class Assistants
- Supporting agencies are consulted (sensory, autism, learning support)
- Specialised lessons are provided/1:1 support by providers from the Education/Health Authority e.g. SSLDT, LSS service
- Discussion with parents take place
- The school will collaborate with the pupil and the parents
- Receive provision on another site (f.e. Conwy Pupil Referral Unit)

Involve Parents and Pupil:

In every step of the Graduated Response parents are invited to their child's annual review meetings.

Provide access to the National Curriculum

In line with the school's Equality Policy, all of our pupils have the right to a full range of subjects. But in some specific cases pupils may be disqualified for a period from one or more subjects. This may happen when a decision is made jointly by pupil, parent and school that it would be more beneficial for the pupil to have more time to develop basic skills and have more time to complete work in specific subjects. Every department is expected to include differentiation in their schemes of work for the full range of ALN. This could be by a task, outcome, response or resources and support available. Departments can use a number of these strategies. Every department will decide how best to respond to pupils' needs and make best use of resources. They could also call for support from the ALN Co-ordinator to ensure correct response and/or for support with differentiation.

Inclusion of ALN pupils

Sensitive and proper support is provided to ensure a pupil is included in all of the school activities.

Resources

The school has a Resource Centre for Pupils with Moderate Learning Difficulties that can cater for 12 pupils from the catchment area and beyond. The Centre's managed by the ALNCO and with the support of classroom assistants when required. The pupils are included in main-stream lessons where possible giving specific attention to their language and numeracy skills during lessons in the centre.

Human Resources and their responsibilities

Full time ALN Administrative Officer - Mrs Lynne Roberts



Teaching Assistants - The school at present employs 4 Teaching Assistants at main-stream curriculum and the Moderate Learning Difficulties Unit:

Miss Ffion Davies	-	ALN Unit/ Main-stream / 1 - 1
Mrs Catherine Caddick	-	ALN Unit/ Main-stream / 1 - 1
Miss Bethan Evans	-	ALN Unit/ Main-stream

Learning Coaches -The school employs two Learning Coaches:

Tracy Stone
Emyr Owen-Hopkins

Education Authority Educational Assistants- The Education Authority employs 6 Educational Support Assistants that work with pupils with learning difficulties, specific, physical, sensory, behavioural.

Mrs Sioned Gwyndaf
Mrs Julie Roberts
Mrs Dilys Williams
Mrs Menna Morris
Mr Peter Roberts
Mr Gerallt Hughes

Learning Assistants' Role

Learning Assistants are responsible for:

- Supporting individuals or small groups of pupils
- Support Literacy and Numeracy intervention programs
- Contribute to OPP implementation
- Social and communication skills programme - Talkabout
- Contribute to the development of ALN pupils
- Attend meetings and Reviews as instructed by the ALN Co-ordinator
- Give an oral or written report on pupils' progress when they have been working with them

Whilst working with Learning Assistants class teachers are responsible for:

- Explaining class work and expectations
- Term's timetable and plan, in order to adapt the curriculum resources
- The class organisation and control
- Set ALN pupils differentiated homework tasks

Develop/ Staff Training

The school staff obtains up to date information by:

- Whole school meetings
- Departmental link meetings

- Information on the school electronic system

Inset Training

- The co-ordinator will recognise training needs and will insert this into the Development Plan
- The co-ordinator can apply for training support or support from Conwy Education Authority

Appendix 2

Partnership with Parents

The school recognises the all-important influence that parents have on their child's educational progress. To ensure effective partnership co-operation with parents is encouraged by:

- Paying deserved attention to parent concerns by proper treatment
- Consulting with parents when decisions to take steps to deal with difficulties by; School Action Plan, or School Action + (by obtaining their view and comments)
- Giving prime place to parental support where appropriate
- Giving parents' views professional attention when creating the One Page Pupil Profile.
- Sharing information regarding support sources
- Ensuring that this policy in its entirety is available for parents to read
- Including parents in the regular review of their child
- Providing a section in the School Handbook that discusses ALN

Contact main-stream schools and special schools, including making necessary arrangements when pupils move or leave the school

The school has a close contact with the schools of the catchment area and meetings and discussions are arranged with them when pupils:

- Move from one main-stream school to another
- Move from primary to secondary- transferring information, review meetings
- Move to a Special School or back to main-stream- discussions between the schools and the Education Authority's Additional Learning Difficulties Officer

We carefully plan with the new school, hold induction sessions as needed before the pupil moves

Arrangements for considering complaints regarding the ALN Provision

A parent holding a complaint can contact the following in initially:

- ALN Co-ordinator
- Head of the School
- Parents' representative on the Governors
- Designated Additional Learning Needs Governor

If these do not offer a response to the complaint then the parent can follow the following channels:

External Agencies Connections

Services are provided by:

1. Conwy Education Authority Psychological Services
2. Specialised Teachers – vision, hearing, physical, autism, language and speech
3. Health Service
4. Conwy Education Authority Social Inclusion Service
5. SNAP – support service for parents

Matters of concern can also be directed to the school nurse who visits the school regularly and is a key link person.

Social Services

The first contact is Education Social Service – Welfare Officer- so they can direct parents to the right place. It is possible to contact the Social Services directly at any time regarding safeguarding issues (01492 575111)

Educational Social Service (welfare)

The Welfare Officer is a regular visitor to school and this officer makes home visits where necessary. The service also offers advice and support by directing the child/parent to other agencies.

SNAP Wales

SNAP Wales Officers visit the school during annual reviews, and give parents advice and support. The service also offers advice directing parents to other agencies.

Literacy and Numeracy Intervention Plan (School Effectiveness Grant)

Following a detailed analyses of reading, numeracy and/or spelling tests, the school identifies pupils that need targeting as part of our literacy and numeracy intervention programs

We run the following intervention programs:

Literacy: Catch Up, group reading, reading buddies, NESSY Programme, dyslexia intervention in partnership with specialist teacher, mathematics initiative plan (6th form buddies numeracy class)

Additionally, we have recognised specific time in the timetable of all support staff to run a literacy / reading intervention program for pupils with SS score of under 90 in English during morning sessions.

6th form pupils also support target pupils as part of their additional BAC hours either with the 1-1 reading buddies scheme (pupils with SS of under 90 in Welsh reading) or the mathematics initiative scheme (numeracy intervention)1-1 (for pupils with numeracy SS between 85-95 with priority to year 7).

These pupils' progress is regularly reviewed and formal reviews are made after a specific intervention period (usually 10 week/term).