

Christ the King Catholic Primary School



ALN Policy

Christ the King Catholic Primary School is a Rights Respecting School. We strive to uphold the principles of the UN Convention of the Rights of the Child, namely:

Article 3: *'The best interests of the child must be a top priority in all decisions and actions that affect children'*

Article 12: *'Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously'*

Article 23: *'A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence, and to play an active part in the community'.*

Article 28: *'Every child has the right to an education'.*

Introduction

This policy has been written in response to the new ALNET Act for Wales, with a new statutory framework for pupils with Additional Learning Needs currently being introduced on a rolling three-year programme throughout Wales, commencing September 2021

This policy complies with the *Additional Learning Needs Code for Wales 2021*, which is linked to the *Additional Learning Needs and Education Tribunal (Wales) Act 2018*
It contains:

- The school's policy on the identification, assessment and provision for pupils with Additional Learning Needs
- The school's policy on partnership with families and specialist external agencies

Our school provides a broad and balanced curriculum for all children. When designing our curriculum we are committed to enabling our pupils to be aspirational learners who are developing the skills and qualities to become:

- Ambitious, capable learners who are ready to learn throughout their lives;
- Enterprising, creative contributors who are ready to play a full part in life and work;
- Ethical, informed citizens who are ready to be citizens of Wales and the world;
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Our teachers identify and set suitable learning challenges and respond to children's diverse learning needs. They take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in school life.

Children may experience difficulties or needs either throughout, or at any time during, their school career. This policy aims to ensure that curriculum planning and assessment for children with additional learning needs take account of the nature and extent of the barriers to learning experienced by the child.

Aims

- To ensure that the statutory and non-statutory parts of the ALNET Act and the ALN Code for Wales are implemented
- To ensure children with additional learning needs (ALN) are fully included within the mainstream classroom
- To work in close partnership with parents/carers and encourage pupil participation
- To ensure that pupils with ALN have access to a relevant broad and balanced curriculum;
- To ensure that children with ALN will experience plans of work specific to their needs.
- To ensure that additional learning needs are identified and supported in a timely manner
- To work proactively with the LA and other agencies, including Social Services, parent support groups, educational psychologists and medical services, in identifying, assessing and meeting ALN
- To develop and maintain training in supporting ALN
- To monitor, review and evaluate policy and provision on a regular and systematic basis.
- To ensure that the responsibility held by all staff and governors for ALN is implemented and maintained.

Objectives

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review ALN pupils in the school. It aims to ensure that:

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment

- an environment is created that meets the Additional Learning Needs of each child
- that the Additional Learning Needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child are made clear
- the roles and the responsibilities of staff in providing for children's special educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's ALN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps' approach where appropriate which is reflected in the Schemes of Work and all levels of planning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with ALN are developed and audited as appropriate
- liaison with ALNCoS from Primary cluster schools is developed
- reports and/or records received and maintained from previous settings and external professionals are considered

Additional Learning Needs

To establish whether a child of compulsory school age or young person has Additional Learning Need (ALN) we are guided by the following criteria:

A pupil of compulsory school age has a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of others of the same age
- or
- They have a disability under the Equality Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools

Where it has been agreed that the pupils' needs meet the criteria of Additional Learning Needs- that despite targeted support they require educational provision which is *additional to, or different from*, the educational provision made generally for children of their age- an Individual Development Plan will be drawn up collaboratively with the class teacher, TAs, parent/carer and specialist agencies (where relevant). This process will have regard for the views of the child, appropriate to their stage of development. In cases where learners have severe and complex needs, specialist provision may be required with the Local Authority and multi- agency involvement supporting the IDP.

The above definition of ALN may include learners whose learning difficulty or disability arises from a medical condition. However, pupils who have a medical need that does not impact on their learning are supported through a Health Care Needs Plan.

With regard to pupils for whom English is an additional language, we understand that a delay in acquiring skills may not necessarily be an indication of ALN. A pupil does not have a learning difficulty or disability solely because the language in which they will be taught is different from the language used at home. For this reason, assessment is not restricted to only testing numeracy or literacy skills but includes observation of children's behaviour in a variety of contexts.

Areas of Need

Pupils may experience a significant learning need in one or more of the following areas:

- **Cognition and Learning** (eg. persistent difficulty or delay in acquiring skills in attention, play skills, acquiring new skills, comprehending information, problem solving skills, memory, reading, writing, spelling, comprehension, numeracy, sequencing, inference)
- **Communication and Interaction** (eg. persistent difficulty or delay in speech sound development; comprehending spoken language, understanding of gestures and non-verbal communication, ability to interact socially with others; lack of attention)
- **Physical and/or Sensory skills** (eg. visual impairment, hearing impairment, developmental co-ordination disorder)
- **Emotional, Social and Behavioural development** (eg. forming and maintaining friendships, following social norms and expectations, anxiety)

Many children experience a degree of difficulty in the above areas of learning and they will be supported through a range of strategies and programmes of learning. There will be a small number of children, however, whose needs or disabilities present a significant barrier to their ability to access the curriculum and activities of the mainstream classroom.

In these cases, the child will require an individualised approach to their support. All children and young people with ALN will be given an Individual Development Plan (IDP)

Under the new Code of Practice, IDPs are replacing the existing system of Statements of Special Educational Needs and Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs)

Individual Development Plans

The Individual Development Plan (IDP) provides an accurate and detailed analysis of a child's needs, together with a description of the provision which will be made to support the child's learning needs. Pupil and parental involvement and views are encouraged through a person-centred approach.

The IDP includes a One Page Profile. This details the needs, strengthsThe IDP is reviewed at least annually with school, parental and multi-agency participation in a person-centred meeting. The IDP is intended to be a working document, with input from all who are involved with the child.

Additional Learning Provision (ALP)

Any child who is identified as having additional learning needs will be supported with additional learning provision (ALP). This is::

- For pupils of three years old or over, educational provision which is **additional to, or different from**, the educational provision made generally for children of their 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.
- For children under three years old, educational provision of any kind

Person-Centred Practice

"Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child." (*Articles 12 and 13, The United Nations Convention on the Rights of the Child*).

It is our policy to involve our pupils as much as possible in implementing any individual educational programme. Pupils need training and encouragement to help them participate and

become involved in their own decision-making. Children are involved in their own self-assessment, appropriate to their age and where practicable, children are involved in setting their own learning targets so they are aware what they have to do in order to achieve them. By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

Moving from the SEN system to the ALN syst

Pupils currently on the SEN register at School Action or School Action Plus are in the process of being moved to the ALN system where they fall into the following mandated years:

School year 2021-22: Nursery Year 1 and 2, Year 1, Year 3, Year 5

School year 2022-23: Nursery Years 1 and 2, Reception, Year 2, Year 4, Year 6

School year 2023-24: Nursery Years 1 and 2, Year 2, Year 4, Year 6

Pupils who are newly identified with an ALN are placed in the new ALN system, regardless of their year group.

Cardiff Local Authority will move pupils who have statements of SEN over to the ALN system where they fall into the following mandated years:

School year 2022-23: Nursery Years 1 and 2, Reception, Year 6

School year 2023-24: Year 2, Year 3, Year 4, Year 5, Year 6

Children, or their parents, can request that they move from the SEN to the ALN system earlier than planned by requesting the school issue an IDP notice

Curriculum and teaching methods

We endeavour to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, we deliver ALN provision in a range of environments: the children may work in small groups or in a one-to-one situation either away from the classroom, or in class. At all times we try to ensure that the environment chosen is that most appropriate to effective learning. Specialised programmes used to support pupils with ALN include:

- Handwriting Motorway
- Talkabout
- Speech Link/Language Link
- Maths Factor
- SAIL, Maths Factor
- Rapid Readers
- Rainbow Readers
- POPAT
- Sound Discovery

The range of interventions undertaken at the school will vary on an annual basis, according to the specific needs of the cohort.

Roles and Responsibilities of Headteacher, Staff and Governors

Provision for children with Additional Learning Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with ALN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Additional Learning Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with ALN.

The **Headteacher** has responsibility for

- the management of all aspects of the school's work, including provision for pupils with ALN
- Informing the Governing body about ALN issues
- working closely with the ALN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- It maintains a general overview of ALN and has appointed a representative governor, the ALN governor, who takes particular interest in this aspect of the school.
- The governors' reporting procedures must include information on the implementation of the school's ALN policy and any changes to the policy.
- It has regard to the requirements of the Additional Learning Needs Code for Wales 2021
- All staff are aware of the need to identify and provide for pupils with ALN
- Pupils with ALN are fully included in school activities alongside other pupils
- Parents/carers are included in the decision-making process of whether their child requires an Individual Development Plan
- It is informed about ALN issues, so that it can play a major part in school self-review
- ALN provision is an integral part of the School Improvement Plan
- The quality of ALN provision is regularly monitored.
- It is involved in the development and monitoring of the ALN policy

The Governor for ALN is Mr Nick Davies

The **Additional Learning Needs Co-ordinator** (ALNCo) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the additional learning provision for pupils with ALN
- Mapping costed provision maps to ensure efficient and effective use of resources.
- ensuring that an agreed, consistent approach is adopted by all staff
- liaising with and advising staff on matters pertaining to ALN
- working in partnership with class teachers to identify and support pupils with ALN
- contributing to the development of joint assessments and observations of pupils with ALN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs/IBPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with ALN and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with ALN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents

- maintaining the school's ALN register and records
- assisting in the monitoring and evaluation of progress of pupils with ALN through the use of existing school assessment information, e.g. class-based assessments/records, end of year TA and standardised tests
- contributing to the in-service training of staff and governors
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the ALNCo in the feeder High School and other primary schools to ensure detailed information is transferred
- Monitoring the progress of pupils with ALN
- Developing specialist skills and knowledge and keeping up to date on the latest guidance available for ALN through Inclusion service training and ALNCo forums
- Developing professional learning by collaborating with other ALNCoS, specialist settings and professionals to develop and share experience and best practice.

The ALNCo is Mrs Brenda Welsh

Class teachers are responsible for:

- including pupils with ALN in the classroom by providing an appropriately differentiated curriculum.
- Providing high quality universal provision which enables all pupils to achieve
- Tailor pupils' learning opportunities in response to assessment and monitoring information
- Involve pupils in identifying their strengths, needs and aims through the creation of One Page Profiles
- Follow procedures for identification, monitoring and supporting pupils with ALN
- Liaise with and provide information to parents/carers of pupils with ALN
- Liaise with the ALNCo in supporting pupils with ALN
- Seek training opportunities in ALN

Teaching Assistants are responsible for:

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with ALN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- supporting pupils with an identified Additional Learning Needs to enable them to be fully included in the classroom
- supporting a pupil with a specific difficulty to enable him or her to access the curriculum
- supporting individual/groups of pupils under the direction of the teacher
- working with groups of children under the direction of the teacher
- assisting in the production of differentiated materials
- enabling pupils with ALN to develop their confidence and resilience when faced with challenges.

Assessing Progress of Learners

Class teachers seek to ensure timely intervention through a programme of assessment and regular communication with parents/carers, alerting them to concerns and enlisting their active help and participation to support learning. The class teacher and the ALNCo assess and monitor children's progress in line with existing school practices. The ALNCo liaises with parents/carers and teachers, TAs and external professionals (as appropriate) to plan a programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCo can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

Assessments include:

- Welsh Government National Tests in Reading and Numeracy
- Nursery Baseline Assessment
- Reception Baseline Assessment
- Phonics and high frequency words
- PM and Salford reading
- Single Word Spelling Test
- NfER Non-Verbal Tests
- Thrive and PASS social and emotional development
- Wellcomm, Language Link and Speech Link
- Field Notes and formative assessment

Assessments displaying a lack of progress are monitored through pupil progress meetings, with short-term targeted support provided by the class teacher or, where appropriate, a teaching assistant. A 'Cause for Concern' record may be maintained in collaboration with class teachers the ALNCo and parents/carers in order to discuss any issues and to agree actions. Advice is given to parents regarding support at home.

Partnership with External Agencies

Following consultation with class teachers and parents, the school may request input from external specialists to assess the needs of the child and provide appropriate support and advice. The school makes full use of outside agencies to support the needs of the children within the school. Some of these outside agencies are provided by the LA Achievement Service, eg. LST (Learning Support Team), EHW (Emotional Health and Wellbeing Team) and Hearing Impairment and Visual Impairment teams. The school also has the opportunity to seek advice from the external agencies appropriate to the child's needs, eg. the Attendance Officer, social services, paediatric medical experts, speech therapists and the School Nurse, The ALNCO provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up a new programme of support.

Complaints Procedure

We have an 'open door' policy and parents/carers are welcome to approach with any concerns regarding their child's learning progress. If a parent/carer is concerned about the decisions made about his/her child, or the type of support being received then the parent can express those concerns in the first place to the child's teacher. The needs and wellbeing of the child are central to all discussions and their views are also taken into account, appropriate to their stage of development. Further concerns can be expressed to the ALNCo or the Head Teacher. More serious concerns can be taken to the Governor responsible for Additional Learning Needs.

In some cases, particularly those where decisions are taken by the LA, there are other agencies who will act on behalf of the parents.

SNAP Cymru,

45 Penarth Road, Cardiff CF1 5DJ, Tel: 01222 384868

Snap Cymru is a registered charity which offers free, independent and confidential advice to families of children and young people who have, or may have, Additional Learning Needs.

It also operates a "Named Person Scheme" and will support parents in expressing their views to the LA, or at appeal tribunals.

Transition Arrangements

All pupils in Year 6 are involved in transition days to our feeder High School, Corpus Christi or to alternative high school provision. The ALNCo from the High School liaises with our ALNCo to ensure that they have all relevant information and documentation prior to transfer.

When a child with ALN transfers to another school care is taken to ensure that the receiving school has all relevant information and documentation for that child.

It may be important for a child with ALN to have an enhanced transition programme prior to moving to High School. This may involve additional visits to the school and meetings with the High School ALNCo and support staff.

Monitoring and Evaluating the Policy

The effectiveness of the school's ALN policy is evaluated through:

- monitoring of classroom practice by the ALNCo and AoLE Lead members of staff
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the ALN register
- meetings between ALNCo and the ALN Governor
- school self-evaluation
- the governors' annual report to parents
- the school's annual ALN SER, which evaluates the success of the policy and sets new targets for development
- the School Improvement Plan, which is used for monitoring provision in the school
- monitoring by the Central South Consortium School Improvement Partner allocated to our school
- feedback from parents and staff, both formal and informal, following meetings to produce individual plans and targets, revise provision and celebrate success

The Additional Learning Needs policy will be reviewed on an annual basis and any amendments or additions will be made accordingly.

The headteacher is responsible for monitoring the policy to ensure that it is applied.

The policy applies equally to all pupils in the school community regardless of gender, ethnicity, and social circumstances

Signature of ALNCo.....

Date.....

Signature of Headteacher.....

Date.....

Signature of Nominated Governor

Date.....