



## **POLICY STATUS**

Statutory with annual review

## **CONSULTATION**

This policy was established and reviewed by all the school staff in consultation with the Governing Body

## **PURPOSE**

The approach to supporting children who have difficulties with learning is changing. The Welsh Government has passed new legislation, called the **Additional Learning Needs (Wales) Act 2018**, and **Additional Learning Needs (ALN) Code 2021**, which will replace all of the existing legislation and guidance about special educational needs.

From September 2021, changes to our systems and procedures for the planning and delivery of ALN provision through a person-centred approach will come into effect in schools, as directed by the ALN Act of 2018. The Act is supported by an ALN Code for Wales, which provides statutory guidance to support schools. This is called the Transformation Programme and it will be phased in over three years which will transform the separate systems into one unified approach.

*The transformed system will:*

Ensure that all learners with ALN are supported to overcome barriers to learning and achieve their potential.

Improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process.

Focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

*The main changes include:*

- bringing together all existing systems into a new, single system for ALN
- being more learner-centred
- providing learners with the same rights and entitlements whatever their age or setting
- improving transition between settings
- provide Welsh language provision where needed
- being a fair and transparent system for all

*These changes will mean that children and their parents and young people will:*

- get the support they need earlier
- be more involved in making decisions about their lives and the support they need
- be able to find information more easily than before
- be supported if they disagree with decisions
- be able to appeal decisions to the education tribunal

During implementation, the ALN system will operate in parallel to the SEN system, which will gradually be phased out during the implementation period.

Until a child is moved to the new law, the SEN legislation (Part 4 of the Education Act 1996) remains in force concerning the child and SEP must continue to be provided.

Our school will continue to comply with the Education Act 1996 and regulations made under it while they still apply to the child, as well as with the arrangements set out in the 'Special Educational Needs Code of Practice for Wales' (the SEN Code).

### **AIMS**

The principle(s) of our school are to:

- provide a relevant broad-based curriculum within a caring environment in which all learners can develop and grow towards their full potential regardless of ability.
- provide support for 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 (SEN) policy are;

- the school's assessment arrangements ensure that learner's needs are identified as soon as possible;
- assessment data is used to inform decision-making;
- learners with additional learning needs are given full and equal access to a broad and balanced curriculum;
- appropriate resources are allocated to ensure that the needs of learners are appropriately met;
- parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school;
- use is made of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate;
- achievement targets are set and reviewed regularly
- all children grow in their confidence, independence and self-reliance to become confident and capable learners;
- all children can read, write and use numbers effectively with confidence in their ability;
- all learners are actively involved and informed of their targets

### **ROLES AND RESPONSIBILITIES OF CURRICULUM LEADER**

The school's ALN Co-Ordinator is Mrs Michelle O'Connor who was appointed in September 2013. Mrs Vicki Lumsden is the ALN Teaching Assistant.

#### **Purpose of the Role:**

- To work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the ALNET Act, the Draft Code (2018) and the Equality Act (2010).
- To take a strategic role in the planning and delivery of provision for children and young people with Additional Learning Needs (ALN).

- To ensure that children and young people with Additional Learning Needs have their needs appropriately identified and met, their independence promoted and that they are supported to make at least good progress and achieve their full potential.
- To promote knowledge and understanding of the ALNET Act and the 2018 Draft Code and support the implementation of the SEN to ALN transformation process.
- To support school improvement, professional development and learning.

### **Main Duties and Responsibilities of the ALNCO:**

- To oversee the day-to-day operation of the school's arrangements for ALN. This includes contributing to the development and implementation of appropriate ALN procedures and systems within the school, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN.
- To provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff with managing tracking and good target setting.
- To have designated overall responsibility from the governing body for ensuring that all learners across the setting with ALN have an IDP. This includes making arrangements for identifying the learners' ALN and coordinating the ALP that meets those needs.
- To ensure that whenever the setting has to decide whether a learner has ALN, oversee the process and development of the IDP where required.
- To ensure that IDPs are developed and reviewed appropriately.
- To ensure that IDPs and any other associated records relating to learners/students ALN and ALP are maintained and kept up to date. This includes maintaining the written records which must be made of the date on which it is first brought to the attention of the education setting that a child or young person may have ALN.
- To oversee the ALP across the school to meet the needs identified within IDPs. This involves ensuring regular reviews of the ALP made for learners and may involve leading the review process to ensure provision continues to meet identified needs.
- To secure relevant services that will support the learner's ALP as required. This includes liaising with external agencies and specialist services.
- To act as the key point of contact for the local authority inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists etc.
- To liaise with and provide information to children, young people or the parents of children with ALN regularly about learners' ALN, their IDP and ALP.
- To monitor the effectiveness of ALP, monitor the impact of interventions and assess progress achieved against planned outcomes for all learners with ALN. Where progress is not meeting expectations to review the interventions and adjust accordingly.
- To promote learner inclusion in school and access to the setting curriculum, facilities and extra-curricular activities.
- To support learners with an IDP with their transition between education settings, further study or work. This includes overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP. It also includes liaising with careers specialists to ensure that learners with ALN receive appropriate career advice.
- To prepare and review the information required to be published by the governing

body according to the ALN Code, including relevant policies.

- To advise teachers about differentiated teaching methods appropriate for individuals with ALN.
- To advise on and contribute to the broader support provided within the school including the professional learning of other staff. This includes contributing to in-service training for teachers and supervising and arranging the training of learning support workers who work with learners with ALN.
- To be a source of expertise on ALN by developing specialist skills and knowledge and keeping up-to-date on the latest guidance available for ALN.
- To continue to develop own professional learning by liaising with other ALNCoS, Specialist settings and professionals to develop and share experiences and best practices.
- To ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate.

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

### **ROLES AND RESPONSIBILITIES OF OTHER STAFF**

**Class/subject teachers' responsibilities include:**

- Liaising with the ALN Coordinator
- Monitoring and recording progress, writing Pen Portraits which reflect the strengths of the child, along with areas for development and include current and relevant assessment data
- Identifying learners who make little or no progress despite sustained and differentiated learning opportunities or provision
- Working with the ALN Coordinator and parents in collecting and recording information about the learner in determining the action to be taken
- Writing targets for learners who are not categorised as having ALN within the Act but who still require substantial differentiation through Targeted Universal Provision
- Collaborating with and leading Teaching Assistants to deliver ALP
- Attend and feed into all Person-Centered Reviews

### **ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY**

The named governor for ALN is Mrs Mariette Roberts.

**The Governors of Ysgol Maes Owen are responsible for ensuring that:**

- the ALN policy is in place in line with the requirements of the Code of Practice, the **Additional Learning Needs (Wales) Act 2018**, and **Additional Learning Needs (ALN) Code 2021**
- they have an overview of knowledge on the ALN
- access to the policy is readily available to all staff including supply staff;
- the policy is articulated and consistently applied;
- that ALN records are maintained by all staff and are kept up to date;
- the Governing Body will detail the success of the ALN policy and any changes to its Annual Report to parents;
- support the interests of all children with ALN and make sure appropriate provision is made;

- ensure all staff are aware of the importance of identifying and providing for pupils with ALN.

### **IMPLEMENTATION**

- Early identification of learners with ALN is a priority. Learners recognised as having Additional Learning Needs (ALN), are given close attention. When monitoring their progress, less weight will be given to the standard of their written work, and ephemeral evidence of progress will be looked for and recorded.
- In the teaching and learning of More Able and Talented (MAT) children, staff will support and guide learners to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.
- Following identification of a learner with ALN parents/carers will be informed of the support put in place and targets shared through a support plan sent home and reviewed termly.
- Discussions are held with the Educational Psychologist and Inclusion teacher at planning meetings and referrals are made where appropriate.
- Teaching and learning are monitored by the Headteacher and the ALNCO.

### **EQUAL OPPORTUNITIES**

All children have access to a broad and balanced curriculum.

The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Equal Opportunities and Race Equality policies for further information)

### **CURRICULUM CYMRAEG**

Learners identified with ALN should be given opportunities, **where appropriate** to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### **ARRANGEMENTS FOR POLICY MONITORING AND EVALUATION**

The following criteria are to be used to evaluate the success of the policy;

- that everyone knows about the policy and is using it;
- that learners with ALN are identified quickly;
- that parents are informed and as far as possible involved in supporting their child;
- that learners are well informed and involved in identifying, monitoring and recording progress in their learning;
- that provision is matched to learners' needs;
- that there is close support with the Additional Learning Needs Teacher and other external support services.

**This policy is available on the school website, and in translation, on request.**