



Gelli Primary School

ALN Policy

Aims

This policy outlines our approach towards meeting the Additional Learning Needs of our pupils and aims to ensure that all pupils are given the support, guidance and resources to enable them to achieve their full potential.

The aims and objectives of this policy are:

- to create an environment that meets the additional learning needs of each child;
- to ensure that the additional learning needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's additional learning needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Gelli Primary School is committed to providing an environment where all pupils are nurtured and supported and experience a broad, balanced and relevant curriculum, regardless of ability, race,

gender, language or additional need. We believe that in our school, all pupils should be equally valued. We strive to provide an environment where all children can flourish and reach their full potential.

As a school, we are aware that some pupils may have difficulty reaching this potential. Some children have barriers to learning that prevent them from fully accessing the curriculum and learning difficulties that call for additional provision to be made by the school in order to reach their full potential. We encourage the involvement of staff, pupils and parents in the education of children with Additional Learning Needs (ALN).

All teachers are teachers of children with additional learning needs and children with ALN will have the opportunity to develop to their full potential with the guidance and support of the class teacher, Additional Needs Coordinator (ALNCO) and Learning support staff. (LSA'S) .

All children and young people with ALN regardless of the severity or complexity of their learning difficulty or disability will be entitled to a statutory support plan called an 'Individual Development Plan' (IDP). Children and young people with ALN will receive support called additional learning provision (ALP) which will be set out in their IDP.

The definition of Additional Learning Needs

The definition of Additional Learning Needs as stated in the The Additional Learning Needs Code for Wales 2021

1. 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 (ALP).
2. 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.
 - 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 of a kind generally provided for others of the same age in mainstream maintained schools.

The definition of Additional Learning Provision (ALP)

Additional learning provision means:-

1. Additional learning provision for a person aged three or over means educational provision which is additional to, or different from, that made generally for others of the same 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.
2. Additional learning provision for a child aged under three means educational provision of any kind.
3. In subsection (1), "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

Universal Provision

The vast majority of our pupils will not meet the definition above and will not require provision which is significantly greater than the majority of others of the same age. However, they may need some short term, focused support with specific intended outcomes e.g. to improve reading/spelling. This will be provided from our universal provision and we are constantly working on strengthening our universal provision which will include:-

- effective differentiation
- high quality whole class teaching
- small group work
- access to Nessy reading/spelling programme
- individual/group interventions e.g. Language Link, Wellcomm, Precision teaching, well being support etc.

If staff feel necessary , your child may be given a learning passport which will give clear targets to work on and staff will continue to monitor their progress. These will be discussed with you either via a meeting, telephone call or parents evenings.

Early Identification

Early identification of an additional learning need is crucial if pupils are to receive appropriate provision and support. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Parents/carers are encouraged to discuss any concerns with their class teacher. This initial concern may involve the assessment and monitoring of the pupil's progress over time and/or to arrange a person centred planning meeting (PCP) to discuss all concerns with all parties and pupils. The meeting is an opportunity for all involved to share their views on how best to support the pupil and what Additional Learning Provision (if any) will be put in place. A one page profile of the pupil will be made by asking questions such as:-

What we like and admire about me?

What is important to me for my future?

What is important to me (things that make me happy)?

What is important for me (how best to support me)?

A decision will then be made as to whether the pupil has an additional learning need which is 'significantly greater difficulty in learning than the majority of others of the same age'.

Identifying additional learning needs (ALN)

A small number of our pupils may have ALN. That is a need which is significantly greater than their peers, which requires Additional Learning Provision (ALP) over and above what is available to young people within the school. As stated in the Additional Learning Needs Code for Wales 2021 there is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following 4 areas :

- communication and interaction

- cognition and learning
- behaviour, emotional and social development.
- sensory and/or physical

Following the Person-Centred Planning meeting, an Individual development plan (IDP) will be created and shared. IDP's are reviewed annually.

Pupils who are not identified as having an additional learning need may be better supported through our universal provision or through high quality teaching within the class.

Providing Additional Learning Provision (ALP)

ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to or different from that made generally for others of the same age. ALP might also be delivered in settings outside of the school in some circumstances and/or by external professionals.

Right to appeal / Complaints relating to ALN

With our person centred approach being at the heart of any ALN processes, views, wishes and feelings of the pupils, parents / carers are central to the decision making and planning process, we strive to ensure that early identification systems alongside robust intervention where possible (where needs are identified) prevent the development or escalation of ALN.

Wherever possible we endeavour to work collaboratively with external agencies to ensure ALN are identified early and appropriate coordinated support is put in place to enable students to achieve positive expectations, experiences and outcomes.

We promote an inclusive education where the majority of students with ALN are supported to participate fully in mainstream education and the whole setting approach is taken to meeting the needs of learners with ALN.

Should parents / carers disagree with anything in relation to ALN, they should contact the school and ask to speak to the ALNCo or Headteacher. We will endeavour to resolve any concerns that may arise. Parents / carers are advised that they are able to access external agencies which provide advocacy services such as SNAP Cymru.

This policy is to be reviewed in two years or earlier should it be requested.

Chair of Governors

Head teacher

Date

Jan 2023

Date of next review

Jan 2025