

# **Ysgol Abermorddu**



## **ADDITIONAL LEARNING NEEDS POLICY**

Approved : February 2024

# **Policy for Additional Learning Needs**

## **Introduction.**

- This document is a statement of the aims, principles and strategies for Additional Needs at Abermorddu CP School following the introduction of the Additional Learning Needs Code for Wales 2021.
- It was approved by the Governing Body on the 22/02/2024
- This policy is a working document and will be reviewed and updated regularly as part of a process of review of all school policies.
- It represents the school's ethos and enables consistency and quality of provision across the school whilst meeting the requirements of current legislation.

## **Aims.**

We believe that Abermorddu CP School is an educationally inclusive school where we give regard to the teaching and learning, achievements, attitudes and well-being of all our pupils. We value and respect each child as an individual within a caring and co-operative community.

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance for both our children and their parents/guardians,

We seek to achieve this by:

- Providing a place for all pupils who have expressed a preference for the school.
- Giving all pupils regardless of their age, additional learning needs, ethnicity, attainment and background, the right to learn together.
- Developing and enhancing children's self-esteem and confidence.
- Ensuring all children are treated fairly and that their individual needs are met.
- Making the learning as effective as possible for each individual child.
- Sharing good practice within the school and with other schools.

## **Objectives.**

**Our objectives for all pupils including those with additional educational needs are:-**

- to be literate.
- to be numerate.
- to be challenged.

- to have a wide range of communication skills.
- to develop effective social skills to enable them to work and play together.
- to develop appropriate behavioural skills and a sense of self-discipline.
- to become independent as learners as they grow and mature.
- to have opportunities to work with a range of pupils and adults.
- to benefit from suitable resources and appropriate technology to support their areas of need.
- to have a positive attitude towards themselves, their peers, the staff and the school as a whole.
- to be more fully involved in their school and community and to take part in decisions being made about their education.

**Our objectives for teaching and support staff who work closely with pupils are:-**

- to ensure that all are trained to identify and support pupils with additional educational needs.
- to be familiar with resources and technology that can support pupils with additional educational needs.
- to have access to other specialists from a variety of agencies for expert advice and diagnosis.
- to use a range of teaching styles and learning opportunities to meet the needs of all pupils in the class.
- to foster effective lines of communication between the class teacher, support staff and ALNCo to ensure the most appropriate provision and support is in place for pupils with ALN.
- to work very closely with parents of all pupils, but especially those with ALN, to ensure a partnership approach for the benefit of the child.
- to maintain effective links with all relevant external agencies including:  
the LA's Inclusion Service, North East Wales Health Board, the Local Health Board and the Educational Psychology Service.

## **Role of the Additional Learning Needs Co-ordinator.(ALNCO)**

- to ensure that policy documents relevant to the needs of the schools are prepared and regularly reviewed to reflect the requirements of the Code.
- to disseminate relevant information from literature and courses to all members of staff.
- to give advice to the Head Teacher when assessing the overall success of ALN provision within school.
- to discuss and evaluate targets with pupils, parents and class teachers.
- to provide support and seek provision for children within the school who experience emotional, social or behavioural difficulties.
- to ensure uniformity of approach and continuity of planning, recording and assessment.
- to liaise with the Head Teacher about individual staff needs and replenishment of resources/materials.
- to advise and inform Governors, when asked, on the development/ progress of ALN provision.
- to monitor the development/progress of additional needs provision within the school.
- maintain and update when necessary an inventory of resources and issue advise/guidelines on their maintenance.

## **Provision for supporting individual learning needs**

All pupils are entitled to a broad, balanced curriculum and all pupils are fully supported in accessing school life whereby they can learn, develop their talents and achieve their goals.

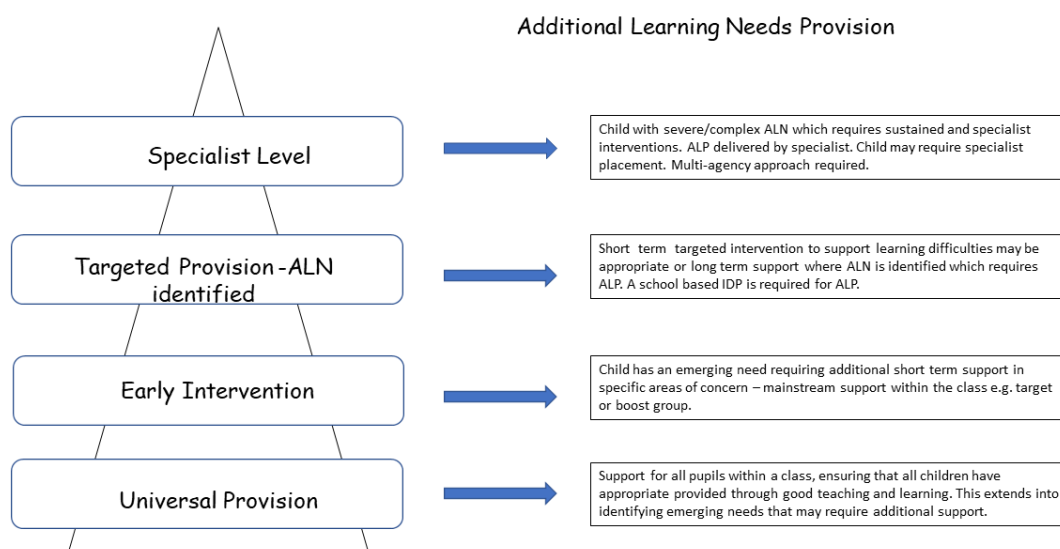
The ALN Code for Wales (2021) sets out its aims that underpin an inclusive ALN system for provision in schools.

To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from and enjoy learning.

The Code expects that the majority of children in a school will have their needs met through **Universal Provision**. This is the responsibility of each class teacher to make learning and the environment as accessible as possible for **all** learners.

**Targeted provision** is initiated when a child is identified as having ALN and requires Additional Learning Provision (ALP), This is identified as support which is more than the usual level of differentiation required within the class. At this stage the child will require an Individual Development Plan where the ALP can be detailed, monitored and reviewed annually.

**Specialist provision** will be in place for those learners with severe and complex ALN. There will be a need for Local Authority and multi agency involvement to support the IDP



At Abermorddu CP School all pupils are supported, first and foremost, by their class teacher using a person centred planning approach, preparing differentiated work and specific resources and/or multi-sensory strategies. Some pupils may benefit from specific targeted support within the class such as a small group focus on literacy or numeracy concepts which are presenting difficulties.

Pupils identified with ALN may receive small group or individual teaching sessions which follow phonic, spelling or reading programmes e.g. Direct Phonics, or numeracy sessions working on specific concepts.

Where pupils with significant ALN are identified, further assessments or recommendations from external agencies e.g. Educational Psychologist, are sought. For those pupils who require input which is more than universally provided within the classroom, the Individual Development Plan process is commenced with involvement from pupils and parents with a focus on child centred planning. Annual reviews are held jointly with the pupil, parents, staff and external agencies if applicable.

## **Identification Procedures and Admissions Policy.**

Abermorddu CP School operates a policy of early intervention as it is crucial that pupils who have ALN are identified quickly and the appropriate support put in place

to ensure a successful school experience. There are links with the Pre-School Playgroup which operates on the school site so any pupils entering the Nursery at three years plus are already being monitored. When parents visit the school to register their children, they are asked specifically if their child has any additional educational needs, and if so, information about the nature of the problem and interventions from other agencies is gathered.

Pupils often transfer into Abermorddu CP School at other times during their school career and again information is sought from their parents about the nature of any additional needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make initial assessments during the first few weeks in their new class.

### **Premises and Resources.**

Abermorddu CP School can accommodate pupils with physical difficulties. There is a special toilet facility, some external and all internal doors are accessible to wheelchair users and all classrooms are on the same level.

Abermorddu CP School is constantly updating and improving its resources to support pupils with additional learning needs and now has a wide selection for use by all staff. This includes specific schemes e.g. Direct Phonics, PAT Scheme, Fresh Start, computer software/apps, posters, charts, magnetic materials, literacy and numeracy games at many different levels.

### **Recording Progress and Reporting to Parents.**

Class teachers keep detailed records of pupil progress, as outlined in the school's Assessment Policy, and this helps to guide them in their planning for the next stage of learning. School based assessments using Taith 360 are carried out at specific times of the year alongside formal tests carried out in October and June. Tests used include All Wales Reading Test, Youngs Parallel Spelling, National Standardised Tests in Reading, Procedural Numeracy and Numeracy Reasoning. Pupil progress is tracked so that difficulties can be identified and provision can be made to support the learning. Additional tests are used for pupils experiencing difficulties – Ravens, BVPS and NARA Reading. Progress meetings are used by the Leadership team to plan for future staffing needs to support individual pupils.

All of this information contributes to the interim reports produced in February and the annual progress report to parents in the Summer term.

All parents are invited to attend open evenings during the academic year where their child's progress is discussed. These take place in the Christmas Term and the Easter Term. There is also an opportunity for parents to discuss their child's annual report in an extra open evening in the Summer Term. The purpose of these meetings is to discuss the progress being made by the child and to share possible 'next steps'. Ongoing assessments are made by all staff working with the pupil to monitor progress during the year.

The school makes every effort to ensure that parents understand them and what they can do at home to assist their child. Abermorddu CP School has an "open door" policy and positively encourages parents to work in partnership with the staff on the basis of mutual trust and respect.

### **Transfer to High School.**

There is an excellent communication between Abermorddu CP School and Ysgol Castell Alun to aid transition of all pupils, but especially those with additional learning needs. The Year Seven co-ordinators visit the school during the summer term to discuss the needs of pupils and those with ALN are highlighted for any necessary action. Enhanced transition days are offered to pupils who may need additional days in the high school for their wellbeing and/or to suit their learning needs. All paperwork relating to pupils is passed through quickly, including statements, IDP's, medical information, reports by outside agencies and school records. The Head Teacher of the High School meets with parents and all pupils in Year 6 experience an induction day at their new secondary school late in the Summer Term. If a pupil is transferring to another school, the same efforts are made to ensure a smooth changeover for the pupil and continuity of provision.

### **Monitoring and Evaluating the Additional Needs Policy.**

The ALN policy at Abermorddu CP School is continuously under review in the following ways:-

- ongoing discussions amongst all staff with regard to the provision arrangements for ALN within the school.
- regular meetings between the ALNCo and class teachers to discuss the ALN Register, resources, individual IDP's and pupil progress.
- regular reviews with staff of their professional development needs and in-service training opportunities.
- development of successful and positive partnerships with outside agencies.
- constructive discussions with parents through open evenings.
- regular contact with the Learning Inclusion Service through the annual reviews, attendance at ALNCO forums and LA Monitoring sessions.
- detailed and measurable IDPs for pupils with ALN which are regularly reviewed.
- recording and assessment systems that are meaningful and manageable and recognised by all the other agencies.
- the ALNCo with the Governor responsible for ALN, reports annually to the Governing Body in the implementation of this policy.

### **Dealing with Complaints.**

If a parent makes a complaint about the ALN provision within the school they are invited into school for a meeting with the Head Teacher to establish the nature of their concerns. The Head Teacher will then decide upon the most appropriate course of action to be taken and the ALNCo and Class Teacher will be informed. After a period of time, to allow any changes to be implemented, the Head Teacher will invite the parents to school for another meeting to review the situation and agree any further action. If the matter remains unresolved, then the Head Teacher will request mediation by an officer of the LA.

### **The Role of the Governing Body and the ALN Governor.**

The Governing Body at Abermorddu CP School fulfils its legal duties under the 1996 Education Act whereby it will:

- support the interest of all children in their school.
- do its best to secure that the necessary provision is made for any pupil who has ALN.
- secure that, where the Head Teacher or the appropriate governor has been informed by the LA that a pupil has ALN, those needs are made known to all who are likely to teach him or her
- secure that the teachers in the school are aware of the importance of identifying and providing, for those pupils who have ALN
- draw up their policy for pupils with ALN and report annually to parents on its implementation
- ensure that pupils with ALN join in the activities of the school together with pupils who do not have ALN, so far as is reasonably practical and compatible with the pupils receiving the necessary additional educational provision, the efficient education of other children in the school and the efficient use of resources

The Governing Body has nominated an Additional Needs Governor to liaise closely with the Head Teacher, ALNCo and staff, to assist with the implementation of the ALN policy and to monitor the effectiveness of the provision for pupils with ALN within the school.

### **Review**



The ALNCO, Head Teacher and staff will review and evaluate this policy periodically or when the need arises as identified in the School Development Plan. Any amendments will be presented to the Governors for discussion and approval.