



Croesyceiliog School

ALN Policy

2024-25

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Signed Chair of Governors

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Contents

Page	
3	Aims
4	Definition of ALN
4	Implementation of the ALN Code
4	Types of Need
6	Levels of Support
7	Provision Maps/Provision
8	Process
9	Person Centred Plan-PCP
9	One Page Profile
9	Additional Learning Provision-ALP
10	Individual Development Plan-IDP
11	Stakeholders- Roles and Responsibilities
14	Professional Learning/Development
15	Key Documents
16	Appendices

Aims

Croesyceiliog School prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

Croesyceiliog School is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs:

- Pupils with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- To provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision at the school and with the support of the LA and outside agencies in line with Torfaen's funding model.
- To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process.
- To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- There will be communication and collaboration between all stakeholders, including external agencies. Where a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs. The school will maximise present best practice and policies to fully meet students' needs.
- Pupils will be fully involved in all aspects of the ALN process. Their views and voice of the pupil needs will be taken fully in to account.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken into account.

Definition of ALN (Additional Learning Needs)

- 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.
 - 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, or
 - (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
 - A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Implementation of the ALN Code

ALN and Education Tribunal Act 2018

The approach to supporting children and young people who have difficulties with learning has recently changed. The Welsh Government has passed new legislation, called the Additional Learning Needs Act, which is supported by the Additional Learning Needs Code. The system is more flexible and responsive in meeting the needs of children and young people with additional learning needs or disabilities and supports schools to deliver a fully inclusive education system for the learners of Wales

The new system ensures:

- needs are identified early, addressed quickly and all learners are supported to reach their potential
- that professionals are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- that the learner is at the centre of everything we do and that they and their parents and carers are equal partners in their learning (Person Centred Approach)

Types of Need

Communication and interaction

Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation*. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

*Not all children develop at the same rate. Some find learning easy and develop quicker; whilst others struggle with certain tasks or skills and develop at a slower rate. Therefore, each child is set work that is directed at his or her own level or ability. This is called 'Differentiated' Learning.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and / or physical needs

Some children and young people require additional educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support*. Children and young people with an MSI have a combination of vision and hearing difficulties.

* Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Levels of Support

The level of support is tailored to the child's individual needs:

Universal Provision	Targeted Support	Specialised Support
Provision that is readily accessible to all learners. It will be seen in every classroom and within the day to day experiences of all learners	Provision put in place when learners are identified as needing additional support beyond the basic classroom environment in order to bridge gaps and make progress. Often short term.	Provision that is necessary when students accessing targeted support are in need of more specialist support/ advice. Higher in frequency, intensity and duration than TS.

Universal Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders. All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils using adaptive teaching.

Adaptive Teaching

The Government's guidance on teaching standards requires that teachers "adapt teaching to respond to the strengths and needs of all pupils".

Teachers should "provide opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations...teacher expectations can affect pupil outcomes and that setting goals that challenge and stretch pupils is essential"

Alister Talbot (Huntington School) 'Adaptive Teaching'

What is adaptive teaching?

Adaptive teaching is a more responsive approach where a teacher will continually assess the strengths and needs of learners and adapt their teaching accordingly to insure all learners can meet expectations.

The benefits of adaptive teaching

- provide opportunity for all pupils to experience success
- meet individual needs without creating unnecessary workload
- group pupils effectively, changing groups regularly
- have high expectations for all learners
- fluid adaptations involve effective planning prior to the lesson, as well as the continual adjustments made to learning and teaching throughout the lesson.

Targeted Intervention

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

Specialised Support

Where the needs of a pupil are severe and complex, a multi-disciplinary approach is required to develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs. Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans are maintained by the school or the Local Authority, based on need. Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff.

Provision Map

The majority of children with Additional Learning Needs are educated within mainstream schools through universal provision and services. Each school has a provision map (see appendix 1) which sets out their graduated response for meeting pupil needs with the support and interventions they have developed as a whole school. All maintained mainstream schools in Torfaen have an allocated ALN budget with which to plan support and provision for pupils attending their school.

Provision

In order to support our complex and highly complex students we deliver a range of tailored provisions across upper and lower phases in order to meet individual needs and maximise outcomes:

- ELSA – Emotional literacy interventions
- The Den – A safe space supporting self-regulation
- In REACH – A targeted intervention to gradually support students returning to full time education and to prevent school refusal
- Croesy Strive – To provide targeted wellbeing support and close the learning gap for individual students
- Croesy Thrive- Targeted nurture interventions with a trauma informed approach

The Bridge- An alternative provision to better meet the needs of students with the most challenging EBSD needs. The purpose of this new provision is to provide our most highly complex students with:

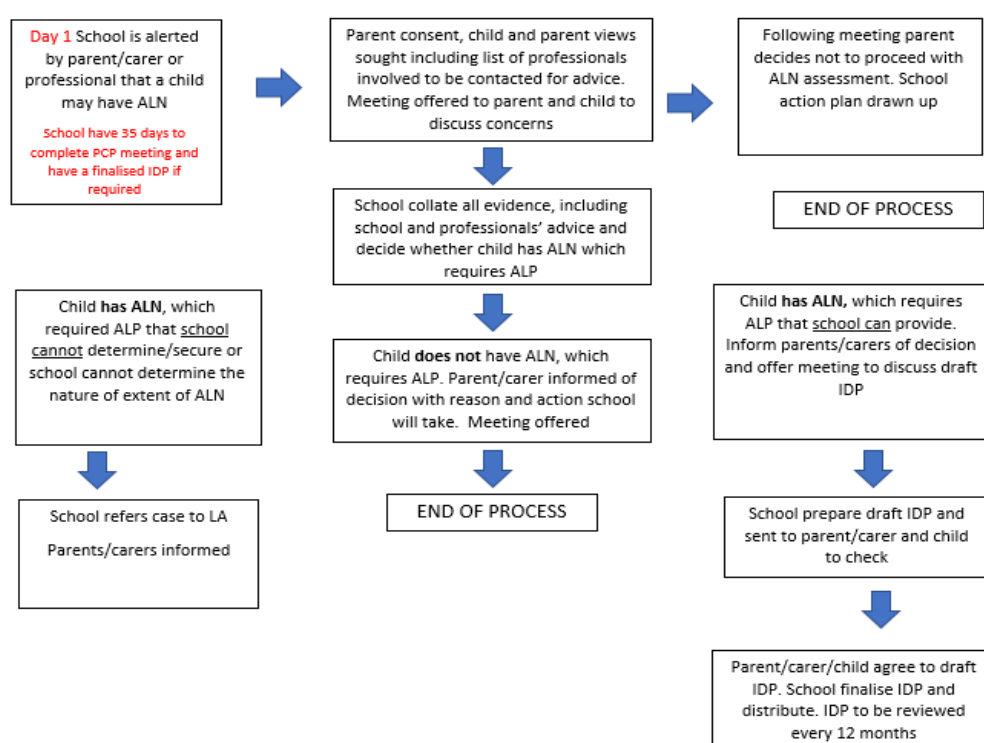
- a safe, calm, rewards driven learning environment
- a bespoke and diverse curriculum
- specialist teaching
- a high level of adult support
- a focus on social and life skills

Process

The process starts with the identification of a child's additional needs; this may have been recognised by a parent/carer or a professional who works with the child. A meeting is held using a pupil-centred approach; all stakeholders will have a voice. If it is clear that the child has a learning difficulty or disability which calls for Additional Learning Provision (ALP), above and beyond that provided for others of the same age, then the ALN process below will proceed.

The outcome of this process may be that the child will receive targeted support captured in a one page profile, which is shared with staff, or an IDP. Support may be provided in small groups, individually or as a part of a bespoke provision. This is usually provided via school's resources but can include support and advice/service from the Local Authority ALN, the Inclusion service and outside agencies. This will be dependent on the level of need identified.

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The IDP replaces all other individual plans. IDPs will be maintained by the school, but where it is considered unreasonable for the school to do so, the Local Authority may maintain them. The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.

Person Centred Planning (PCP)

PCP is a collection of tools and approaches, based upon a set of shared values, which can be employed to effectively plan **with** a child/young person, rather than **for** them. A PCP approach assists the child/young person, to consider what is important to them and what support and strategies help them to learn. A person-centred approach helps to develop the child/young person's circle of support by involving all the people who are important in that child/young person's life, including parents/carers, and professionals working with them.

Adopting a person-centred approach is a way of giving the child or young person at the centre of a plan a voice and a say in what actually happens to them. Individual professionals have expertise and knowledge and know what is 'important **for**' a child but a successful plan needs to be balanced to reflect what is 'important **to**' the child also.

There are five key principles of Person-Centred Planning:

The person is at the centre

- Family members and friends are partners in planning
- The plan reflects what is important to the person now (and for the future) their capacities and what support they require
- The plan helps build the person's place in the community and helps the community to welcome them. It is not just about services, and reflects what is possible, not just what is available
- The plan results in on-going listening, learning, and further action.

One Page Profile

A One Page Profile* (see appendix 2) captures all the important information about a person on a single sheet of paper under three simple headings: what people like and admire about me, what's important to me and how best to support me.

One Page Profiles are easy to develop and help us to support people better by:

- Helping us build better relationships by truly understanding what really matters to the person in their life and the way they are supported to live it
- Providing a record that can move with the person as they transition from service to service or use multiple services
- Being regularly updated to reflect people's changing circumstances and aspirations
- When staff have One Page Profiles, the people being supported feel like they get to know the person, rather than just the job title
- When used at work, they can contribute to more person-centred teams, where individual strengths are recognised and different ways of working are taken into account

ALP (Additional Learning Provision)

Additional Learning Provision for over three's means educational or training provision that is additional to, or different from, that made generally for others of the same age. This is a wide definition, and could cover a wide range of things, for example:

- needing regular one-to-one support
- physical, communication or sensory support

- communicating through sign language
- needing small class sizes with specialist support
- requiring support from a specialist teacher

The Individual Development Plan (IDP)

In the ALN and Education Tribunal Act the IDP replaces the current planning and statutory processes for children and young people with Additional Needs (AN), including the 'Statement of SEN', and will result in a more fluid and flexible person-centred approach following on from the processes outlined above

The IDP benefits children and young people with Additional Needs (AN) aged 0-25 years, by:

- creating an inclusive, holistic system, enhancing the child/young person's participation in individual assessment and planning processes, and consequently improving learning outcomes and well-being for children/young people with AN in Wales.
- improving partnership working with parents and carers of children/young people with AN, increasing trust and confidence in the process, and promoting greater consistency of outcomes and quality between schools, Local Authorities (LAs) and Health Boards
- enhancing partnership arrangements between agencies and 'third sector' organisations, and by creating greater efficiency in the use of resources.

What is in an IDP?

An IDP includes basic information, such as biographical information about the child or young person, contact details and information about those working with them and contributions from children and young people, parents and carers and professionals around four main aspects i.e.

- 'what's important to' the child/young person
- 'what's important for/' 'how best to support' the child/young person now and in the future
- 'what's working'
- 'what's not working'?
- an action plan, outlining how the child/young person's needs will be met, by whom, and how this plan will be reviewed in the future.

What does a successful planning process look like?

An effective IDP places the child at the centre and is:

- responsive and flexible
 - demands changes in professional practice and approach
 - facilitates professionals to work together, communicate more effectively, and encourages them to contribute to the assessment and planning processes
 - increases 'ownership' of an IDP by the child/young person, their parents/ carers and professionals
 - ensures engagement of the child/young person, their parents/carers and professionals in the process
 - everyone involved has a valued input and is equally valued
- Every IDP includes an action plan, which is regularly reviewed by all those contributing to it, accompanied by a robust quality assurance system which includes monitoring and evaluation:

- of the provision for additional needs
- of outcomes for children and young people with additional needs
- of the experiences of children and young people, their parents and carers and those working with them

The development of the IDP involves the child/young person, their parents/carers and all concerned professionals in a collaborative process. In the vast majority of cases the outcome should be a consensus on how to meet the needs of the child/young person in question.

Stakeholders-Roles and Responsibilities

Meeting the needs of learners with ALN is a whole school approach. All staff in the school ensure that it is embedded within the day-to-day school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from learner Individual Development Plans (IDPs), One-Page Profiles (OPPs) and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

The Head-teacher and School Leadership Team

- Advise the governing body on policies to meet their statutory responsibilities under the ALNET Act (2017).
- Work to agree the school ALN ethos and policy and to implement the agreed strategic vision and policy.
- Oversee aspects of strategic leadership and management, including ALN budget and resources.
- Ensure that the ALNCO and ALN team has enough time and resources to carry out their duties.

ALNCO

The school's Additional Learning Needs Co-ordinator (ALNCO) is Assistant Head-teacher Mrs Rawle-Jones. The ALNCO has strategic responsibility for ensuring identified learners' needs are suitably catered for and reports to Mrs Richards, the Head-teacher and the governing body on a regular basis.

- Ensures the implementation and review of the school Additional Learning Needs/Inclusion Policy.
- Ensures clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Has strategic responsibility for leading and managing the ALN department.
- Oversees the work of the Assistant ALNCo and the teaching assistants.
- Ensures a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensures clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the OPPs and IDPs.
- Monitors and reviews the School Additional Learning Provision Map to meet the needs of learners as appropriate.

- Oversees the coordination of the professional learning of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Works alongside the ALN Assistant and HLTAs with the primary cluster schools and the LA to support transition of learners with ALN.
- Ensures, together with the Head-teacher and Leadership Team, a clear process of appeal and dispute resolution in relation to ALN.

Subject Teacher

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision, removing barriers to learning.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's OPPs and IDPs.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual needs.
- Work with Learning Support Assistants (where relevant) in the planning and delivery of lessons in supporting learners with ALN as necessary.
- Utilise an adaptive teaching approach to ensure that pupils make good progress and maximise potential.
- Provide information for ALN statutory reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the Head of Department and Head of Year where appropriate.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Head of Department/Head of Faculty

- Ensure that faculty self-evaluation of learning, including books, is representative of ALN learners
- Ensure high quality teaching and learning as part of the universal provision of the school across the department.
- Ensure reasonable adjustments as part of universal provision are in place across the subject area, removing barriers to learning.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs; this includes for learners in both mainstream classes and supported groups.
- Review the attainment of pupils and alert the Head of Year/HLTAs regarding any concerns about a pupil's progress.
- Liaise with members of the ALN team about ALN matters (ALNCO /Assistant ALNCo)
- Support targeted intervention for pupils with ALN
- Contribute to the training of staff in their department, developing practice in relation to ALN.

Heads of Year / Wellbeing Team

- Identify, assess, and monitor the progress of all pupils.
- Liaise with teaching staff on pupil provision and progress.
- Contribute to the annual reviews of statutory documentation, including IDPs / Statements of SEN.
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- Work alongside the Form Tutor in ensuring that the day to day provision of pupils' learning needs are met.

Learning Support Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and IDPs
- Attend reviews and discussions on pupils' progress as appropriate.
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.

Governing Body

In the context of ALN the school's Governing Body have several key responsibilities, including:

- Ensure that the school's ALN policy is up-to-date, in line with current legislation and guidance and reflects the needs of the school's learner population.
- Ensure that the school has adequate resources to effectively identify, assess and support learners with ALN.
- Ensure that the school's ALN policy is communicated effectively to all stakeholders, including parents/carers, pupils and staff.
- Consider how changes to policies and practices across the school might impact on ALN learners.
- Ensure that the ALN provision and practice is reviewed regularly in order to assess its effectiveness and identify areas for improvement in line with whole school priorities.

Parents and Carers

The ALN department work closely with parents/carers, listening to their concerns, views and discussing the needs of their child, the support strategies being used at home and the progress their child is making. The school reports progress to parents in the form of Progress Checks and parents'/carers' evenings. In addition, learners with ALN are invited to attend review meetings on an annual basis; both parents/carers and pupils are fully involved in setting and reviewing targets in OPP target pages and IDPs. Parents/carers also play a critical role in supporting the school in maintaining a consistent approach to enforcing the school conduct policy, while applying any necessary reasonable adjustments that may be appropriate.

Support Agencies

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles.

They may, if necessary to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Professional Learning/ Development

Professional development refers to a programme of continuous learning undertaken by teaching staff and Learning Support Assistants. Good professional development will enhance skills, competence, knowledge and effectiveness.

Professional Learning is built into our School Development Plan:

SDP 3.3 Staff will receive high quality professional learning to meet their own professional needs whilst refining, advancing and influencing pedagogy. We aim to:

- Ensure Professional Learning appropriately informs and upskills all staff on the ALNET throughout the year.
- Ensure that the pedagogy digital toolkit includes a section for supporting ALN students
- Deliver whole school PL focus on adaptive teaching and seek out best practice to be shared.
- Ensure all staff receive professional learning on effective use of learning support in the classroom.

Focused professional learning will mean that there is a strengthened approach to ALN and Inclusion both in and outside of the classroom, ensuring a consistent approach to managing ALN across the school.

Key Documents

ALNET Act (2018)

Equality Act (2010)

Additional Learning Needs Code for Wales (2021)

Local Authority ALN Strategy

Welsh Government Implementation Guidance (2021)

<https://gov.wales/additional-learning-needs>

Teachers' standards - GOV.UK (www.gov.uk)

Initial teacher training (ITT): core content framework - GOV.UK (www.gov.uk)

Appendix 2:



One Page Profile



Pupils name		What people like and admire about me...	
		Student View: •	
		Staff View: •	
What is important to me...			
Student View: •		Staff View: •	
How best to support me...			
•			