

# Additional Learning Needs Policy



“Every Child Matters and Every Child Matters Equally”  
UNESCO 2017

## Associated documents

ALNET Act (2018)

Equality Act (2010)

Additional Learning Needs Code for Wales (2021)

Local Authority ALN Strategy

Welsh Government Implementation Guidance (2021)

SEN Code of Practice Wales (2004)

N.B.ALN will be referenced in other school policy documents as appropriate including, Learning and Teaching, ARR

*“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support students with ALN. They are directly responsible for identifying and meeting the needs of the majority of their students who have ALN.”*

**ALN Code (2021)**

## **Definition of ALN**

### *Definition of additional learning needs (ALN)*

#### *Additional Learning Needs*

- 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.*
- 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, 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.*
- 3. 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.*
- 4. 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.*

## **Definition of additional learning provision (ALP)**

### **Additional Learning Provision**

1. “Additional learning provision” for a person aged three or over means educational or training *provision that 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,
  - (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. “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

## **Aims**

The John Frost School prides itself on being a fully inclusive community for students 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 students throughout their full-time education will experience a time when they need targeted support from time to time, a few students will require provision which is ‘additional to’ or ‘different from’ the education provision made generally for students.

The John Frost School is committed to promoting high standards of appropriate achievements and progress for all students with additional learning needs by:

- ★ Ensuring students 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.
- ★ Providing provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- ★ Meeting the needs of all students with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- ★ Taking a person-centred approach to ensure the wishes, views and opinions of the student are captured and considered. Parental engagement forms a critical aspect of the process.
- ★ Establishing a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.

- ★ Developing communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ Developing a whole school staff responsibility for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of students' needs. The school will maximise present best practice and policies to meet need.
- ★ Ensuring that all students will be fully involved in transition phases, when entering the school, when transferring to Key Stage 4 / 5 and when moving on to college and work.
- ★ Including parents and carers fully as partners in the decision-making process in providing additional support. Their views and understanding of the students' needs will be taken fully into account.

## **Roles and Responsibilities**

Meeting the needs of students with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the IDP, One Page Profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the student.

### **The Headteacher and school leadership team**

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

### **ALNCo**

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Oversee the work of the Assistant ALNCo and the Lead for the SRB.
- Ensure a clear process and system of identification, assessment, and review of students where there is a query around an ALN.

- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the One Page Profiles (OPPs and OPP+), and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for students with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.
- Continue development of the local authority agreed Specialist Resource Base Programmes, including liaison with the local authority and development of an appropriate staffing structure.

### **Subject Teacher**

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the student as set out in the One Page Profiles and IDPs / Statements of SEN.
- Ensure that achievement and progress are also appropriate to the needs of the student.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting students and the assessment of student progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that students experience success.
- Attend reviews and discussions on student progress, as required.
- Record and report any concerns on student progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Assistant ALNCo / Lead for the SRB).

- Contribute to the provision map for individual students, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Well-being Team/ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

### **Subject Leader / Co-ordinator/Head of Department**

- Ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- Ensure reasonable adjustments as part of universal plus provision are in place across the Subject Area.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of students with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty / subject area.
- Review the attainment of students and alert the Progress Coordinators and Heads of Department to concerns about a student's progress.
- Liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Assistant ALNCo / Lead for the SRB as relevant).
- Co-ordinate targeted intervention for students with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- Contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Well-being Team as required.

### **Whole School Skill Co-ordinators / Pastoral Support Team**

- Identify, assess, and monitor the progress of all students.
- Liaise with teaching staff on student provision and progress.
- Oversee records of all students in their Year Group and liaise with the Well-being Team to update One Page Profiles, One Page Profiles with Targets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs / Statements of SEN.
- Attend reviews and discussions on student progress with parents and outside agencies, as appropriate.
- Work alongside the Form Tutor in ensuring that the day to day provision of students' learning needs are met.

## Teaching 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 students' needs, provision and targets set out in the One Page Profiles (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on students with IDPs and their progress.
- Attend reviews and discussions on students' progress as appropriate.
- Support the work of the student in the lesson by adapting work and providing support and confidence to the student.
- Provide administration support for ALN as required
- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with teaching staff to gather appropriate information and updates on students with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

## Lead for the Specialist Resource Bases – ASD Base, LSB and ALN Rooms

- Work with the ALNCo to ensure the daily oversight and implementation of the school Additional Learning Needs Policy.
- Co-ordinate the work of Teaching Assistants across mainstream and SRB provision.
- Liaise with and advise teaching staff and Teaching Assistants on additional learning needs and additional learning provision matters.
- Support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs.
- Work with class teachers to oversee the provision for students with additional learning needs at a universal plus and targeted support level throughout the school.
- Work in collaboration with the Well-being Team to develop, monitor and track the Provision Map for students with additional learning needs.
- Oversee the records of all students with additional learning needs, including the completion of appropriate referral forms.
- Contribute to the in-service training of staff.

- Identify the students requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).
- Liaise with parents / carers.
- Support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- Work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / Statements of SEN, with effective implementation of strategies, appropriate and provision agreed.
- Work with the ALNCo, to contribute to the School Development Plan and the identifying resource needs.
- Ensure IDP / Statement of SEN reviews are completed within statutory timescales.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- Be involved in transition planning between schools and college

### **Governing Body**

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to students with additional learning needs and disabilities, including:

- To be clear about the arrangements for the admission of students with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.
- Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.
- Work in partnership with the Headteacher and school leaders to ensure the curriculum offered meets the needs of all students and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure information is provided to parents when ALP for a student is made and that the provision made, is accurately recorded, and kept up to date.
- Ensure that arrangements are in place in schools to support students at school with medical conditions, including Individual Health Care plans.



- Have a clear approach to identifying and responding to students with ALN and determine their approach to using their resources to support the progress of students with ALN. Scrutinise ALN register and provision map.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCOs key responsibilities are outlined and monitor how effectively they are carried out
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Ensure student's voice is heard e.g. Observe students working in the classroom, speak to groups of students.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all students
- Ensure information is provided to parents when ALP for a student is made and that the provision made, is accurately recorded, and kept up to date. Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo/ Well-being Team regularly to ask searching questions about SEND provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN students.

## 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 students in their assessment, lesson planning, methods, strategies and delivery styles.

They may, if necessary, to the success of the student, withdraw students 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.

## Implementation of the ALN Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively.

From September 2021, ALN legislation will be used to support all students newly identified as having an additional learning need which calls for additional learning provision

From January 2022, those students in Year 1, 3, 5, 7 and 10 will be transferring to the new system

All other students with an already identified need will remain on the current SEN system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all students with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

## **Identification and monitoring of a student with Additional Learning Needs is carried out through the assessment and wellbeing processes at The John Frost School.**

Teachers are involved in the on-going assessment of student needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Students are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a student's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments
- ★ Well-being Team data and student tracking
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on students that provide teachers, parents and most importantly the student with clear information to inform their learning. This data is used in the tracking and monitoring of student progress and to determine their learning requirements.

## **Levels of Support/Provision Mapping**

Meeting the needs of students with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by students with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. (Person centred planning)

The John Frost School's provision map will be reviewed and updated annually to ensure that the current cohort of students have their needs met and have access to the appropriate level of support.

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every student achieving
- The majority of students will be able to study the full curriculum using only the aids which they use as part of their daily life
- A minority of students will be provided with access to specialist equipment and different approaches to learning

The school assessment and pastoral system allows for the collection of data early in each Year. Students requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, and the Pastoral System.

The levels of support:

### **Specific Additional Learning Provision**

The needs of a student are severe and complex, and a multi-disciplinary approach is required to maximise progress and 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 student's needs.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a student 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 student, and school staff.

*For students with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024*

In all cases of a Statement of SEN or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

## 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/One Page Profile with Targets is developed with all stakeholders which provides key information on the student 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.

## Universal Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating plans, timings, resources and Ready to Learn procedures. 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 students, including high quality differentiation.

For all students with identified additional learning needs, One Page Profiles are created with students and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / Assistant ALNCo / Lead for the SRB. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the Well-being Team.

The Complaints Policy is accessible through the School Website.

## Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of student tracking data and test results
- ★ value added data
- ★ monitoring of procedures and practice by the Senior Leadership Team and the Heads of Department
- ★ reviewing OPP/OPP+ and IDP outcomes
- ★ school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- ★ Review of delegated spend
- ★ ALNCO annual report to Governors
- ★ Effectiveness of the school provision map
- ★ School Development Plan

**This policy was approved by the Governors. This policy will be reviewed annually**

Signed:  Chair of Governors

Date: 24/09/24

Signed:  Headteacher

Date: 24/09/24