

# Policy for Additional Learning Needs & Inclusion



**Additional Learning Needs Co-ordinator (ALNCo): Claire Davies**

**Additional Learning Needs (ALN) Link Governor:**

Date policy was adopted by Governing Body	
Policy review date:	

## **Additional Learning Needs and Inclusion Policy**

Name of School	Hendrefoilan Primary School
Address	Dunvant Road, Killay, Swansea, SA2 7LF
Telephone number	01792 290223
Email and web addresses	<a href="http://www.hendrefoilanprimary.co.uk">www.hendrefoilanprimary.co.uk</a>
Head teacher	Aimee Field
ALNCo	Claire Davies
Chair of Governors	
ALN Link Governor	
Safeguarding Link Governor	
Designated Teacher for looked after children	
Designated Child Protection Lead	

## Contents

<b>Introduction.....</b>	<b>4</b>
<b>Our Inclusive philosophy .....</b>	<b>4</b>
<b>Definition .....</b>	<b>4</b>
<b>Leadership and Management of ALN .....</b>	<b>5</b>
<b>Areas of ALN .....</b>	<b>6</b>
<b>Identifying an ALN.....</b>	<b>7</b>
<b>Individual Development Plans (IDP).....</b>	<b>9</b>
<b>Person Centred Approach.....</b>	<b>9</b>
<b>Assessing and reviewing outcomes .....</b>	<b>10</b>
<b>Transition .....</b>	<b>11</b>
<b>Our approach to teaching children and young people with ALN .....</b>	<b>11</b>
<b>Curriculum and learning environment .....</b>	<b>11</b>
<b>Training and continuing professional development (CPD) for staff .....</b>	<b>12</b>
<b>Evaluating the effectiveness and impact of ALN provision .....</b>	<b>12</b>
<b>Inclusion – Including support for vulnerable and disadvantaged learners .....</b>	<b>12</b>
<b>Emotional and social development and well-being.....</b>	<b>13</b>
<b>Disagreement Resolution .....</b>	<b>14</b>
<b>Data Protection.....</b>	<b>14</b>
<b>ALN Terminology .....</b>	<b>14</b>
<b>Welsh Government Guidance Documents .....</b>	<b>15</b>

## Introduction

This policy sets out our approach to supporting children/young people with additional learning needs (ALN).

The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

Other school policies that include information that may be important for children and young people with ALN are:

- Behaviour policy
- Equalities policy
- Accessibility plan
- Anti-bullying policy

## Our Inclusive philosophy

At Hendrefoilan we promote an inclusive culture, where every individual is valued and treated with respect. We focus on cultivating a sense of belonging, which motivates all learners to participate in, and contribute to a learning environment.

## Definition

The term Additional Learning Needs (ALN) means:

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 (ALNET (2018) Act).

The new ALNET legislation defines learning difficulty or disability in the following way:

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

Children have a **disability** if they:

- Have a physical or mental impairment and that impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities (Equality Act, 2010) which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools.

**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 (ALNET (2018) Act).**

## Leadership and Management of ALN

At Hendrefoilan School we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the school and how they support our pupils.

### **The ALNCo**

Our ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP). Our ALNCo provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our ALNCo is aware of the ALN Code and the duties that fall to us as a school. They also liaise with other external agencies and professionals who provide support to families to ensure that our pupils with ALN receive appropriate support and high-quality teaching. Our ALNCo is Claire Davies.

### **The Governors**

Our Governing Body fulfils its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code (2021) SEN Code of Practice for Wales (2004). In particular, the governing body:

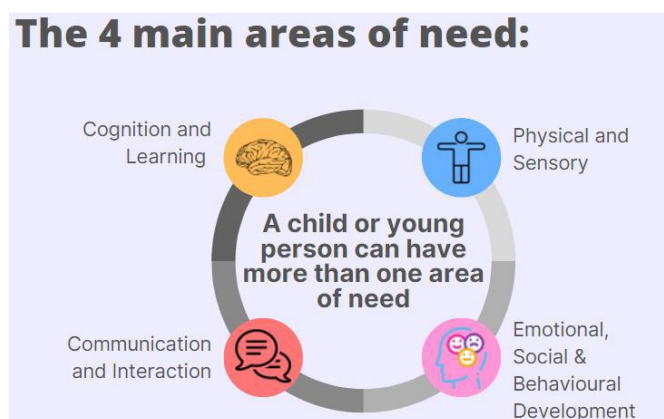
- Ensures that our school maintains an inclusive ethos for all pupils with additional learning needs
- Identified an appropriate person from the governing body, to take responsibility, along with the Head teacher, for ensuring the setting or school maintains provision for pupils with ALN according to the ALN Code
- Identified an ALNCo who is part of the senior leadership team at the school
- Develops, implements, reports on, and annually reviews the school's ALN policy
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff
- Ensures that delegated resources for ALN are allocated fairly, efficiently and address identified needs
- Ensures systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Powys Inclusion Pathway
- Ensures the school provides an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs

- Takes advantage of training opportunities provided, to develop ALN expertise throughout the school
- Ensures arrangements are in place in school to support, where appropriate, pupils with medical conditions
- Ensures that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

In addition, our governing body works with the ALNCo and Headteacher in determining the strategic development of ALN policy, additional learning provision (ALP) and universal learning provision (ULP), including establishing a clear picture of the resources available in the school.

## Areas of ALN

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas:



These areas can include the following:

### **Cognition and Learning**

- Attention skills, Play skills; acquiring new skills; understanding information, problem solving skills, memory
- Global Developmental Delay, reading, writing, spelling, comprehension, numeracy, sequencing, inference

### **Communication and Interaction**

- Speech development; understanding spoken language
- Understanding of gestures and non-verbal communication.
- Ability to interact socially with others; lack of attention to people

### **Physical and Sensory**

- Motor skills; visual impairment; hearing impairment;

## Emotional, Social and Behavioural development

- Behaviour; making friends; relationship difficulties, anxiety

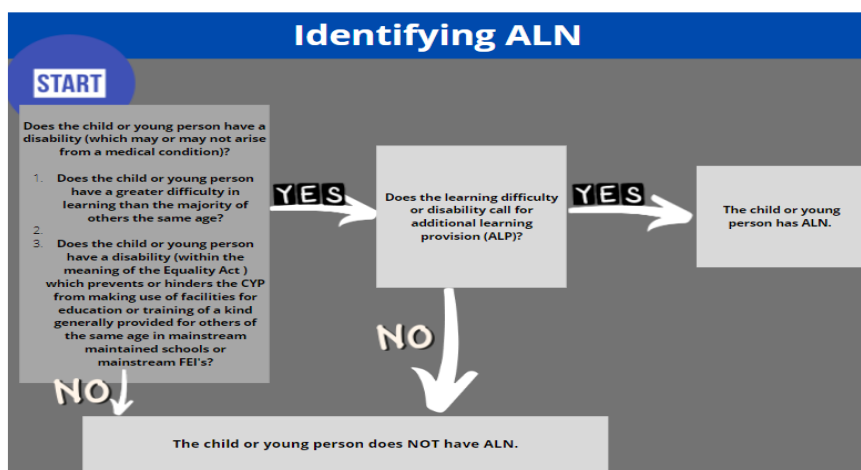
We support a variety of learners who may have one or more of the areas above identified as an additional need.

## Identifying an ALN

At Hendrefoilan School, we recognise that the query as to whether a learner has an ALN can be brought to the attention of the school by a variety of people including:

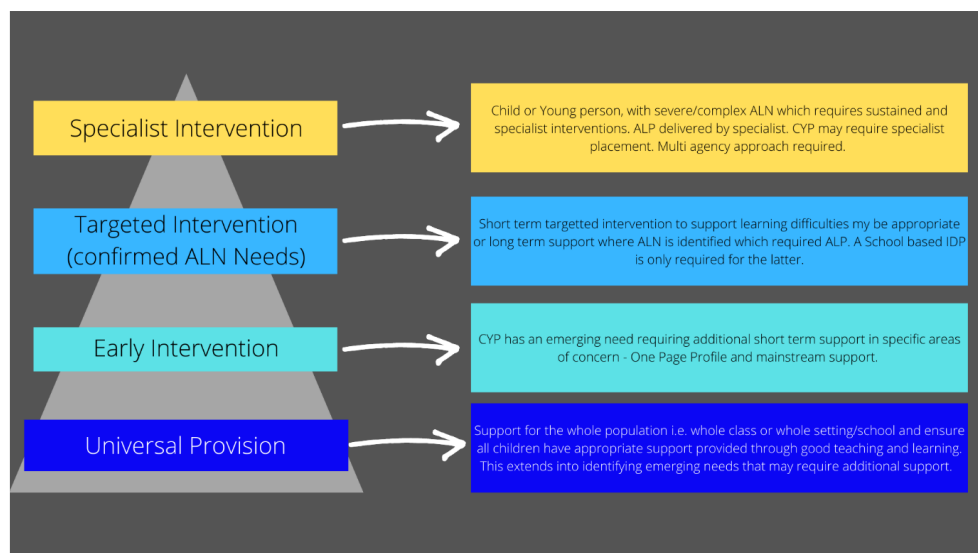
- The learner
- The parent/carer
- Other family members
- External body or professional

Once a concern has been raised, the first step is to gather more information to identify what the cause for concern is and ultimately whether the learners actually has an ALN or not. In order to do this we use the system outlined below:



At all point of the process, we work with the learner, parents, and other relevant professionals, keeping everyone informed of the decision-making process and the next steps.

At Hendrefoilan School we follow a graduated approach to meeting the learning needs of all children and young people. This approach follows the model below:



### **Universal Learning Provision (ULP)**

ULP forms the foundation for all support or provision in our school and comprises good teaching and learning that is made available to all. It is based on inclusive approaches to teaching and learning which benefit all learners, whilst being essential for those with ALN. To support learners with emerging needs or identified needs, school will put in targeted teaching strategies/interventions to ensure the learner can make progress. If a learner is having their needs met under ULP, they do not have ALN.

### **Early Intervention**

There are times where learners are not making expected progress and as a result might need additional support. This might take the form of a short intervention with an adult with targets set. When this happens a period of time is set for the learner to achieve the targets, this does not mean the learner has an ALN just that they need short term support.

### **Targeted Intervention**

This is initiated when a learner is identified as having an ALN and an ALP is needed. This Additional Learning Provision is identified and detailed in the learner's Individual Development Plan (IDP).

### **Specialist Provision**

This provision is put into place for those learners who with severe and complex ALN. There will be a need for Local Authority and multi-agency involvement to support the IDP.

### **School and Local Authority ALP**



Hendrefoilan School will provide specific strategies and adult-led interventions to address typical barriers to learning; these will be delivered via ULP or School IDP. However, there may be occasions where a child has a school IDP but there is specific ALP that they cannot provide. In such circumstances the school will ask the council to provide ALP, on a short-term basis, via one of its central resources – whilst a pupil receives this ALP from the council, they will be considered to have a School IDP. The responsibility for maintaining the IDP remains with the school, but the council will provide a type of ALP. Examples of such ALP are:

- Targeted work with one a specialist
- Outreach support from one of the council's specialist teaching facilities (Specialist centre/PRU/Nurture provision)
- Inreach where the council will offer advice and support on what it needed to ensure the learners makes progress.

A pupil may transition between a School IDP and an LA IDP on several occasions. This does not impact on the learner's/parent's/carer's right of appeal.

## Individual Development Plans (IDP)

When a decision is made that a learner has an ALN and that they require ALP, this is where we work with parents/carers and other relevant professionals to develop an IDP. The IDP outlines what areas the learner has recognised difficulties in and what the school and other professionals (where relevant) are going to do to support the learner.

## Person Centred Approach

When developing or reviewing an IDP, we take pride in working with the learner, parent/carer and any other relevant professionals to develop a relevant, supportive and appropriate IDP.

We will:

- Have regard to the views, wishes and feelings of parents and learners
- Provide parents and learners with the information and support necessary to enable full participation in decision making.
- Support parents to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Have regard to the views, wishes and feelings of children and young people.
- Provide children and young people with the information and support necessary to enable full participation in decision making.

- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

If there are any disagreements with parents about ALN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure.

## Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided. We record details of additional or different provision made under ULP and ALP. This forms part of regular discussions with parents about the child and young person's progress, expected outcomes from the support and planned next steps.

Support and provision provided for children and young people who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

### Reviewing an IDP

IDPs are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They must be reviewed every 12 months. Reviews will be undertaken in partnership with the child or young person as appropriate, their parents or carers and any other relevant professional working with the child or young person, and will take account of their views, wishes and feelings. The review will focus on the child or young person's progress towards achieving the outcomes specified in the IDP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the ALP is still relevant and appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Collate information to be shared at the meeting

Additions or amendments to the IDP will be made within two weeks of the person-centred review taking place. In line with the new ALN Code, we will ensure that a revised copy of any IDPs will be issued before the end of the review period (i.e. before the end of the year in review), regardless of when the review is carried out. Any amendments agreed following a review carried out at the request of the child / young person parents will be issued within 35 school days of the review.

Where a child is looked after by the Local Authority, we will endeavour to synchronise IDP reviews with social care reviews.

## Transition

The great majority of children and young people with ALN, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our ALN support includes planning and preparation for the transitions between phases of education, key stages and year groups. We will agree with parents and pupils the information to be shared as part of this process.

We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an IDP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. Professionals (normally the ALNCo) from any new school will be invited to the review.

## Our approach to teaching children and young people with ALN

At Hendrefoilan School we set high expectations for all pupils whatever their prior attainment. We use a variety of different methods to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of most children or young people. Some children or young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

## Curriculum and learning environment

Using the Curriculum for Wales (CfW) framework we adapt our curriculum and make it accessible for all pupils to ensure that it will:

- enable all learners to make progress towards the four purposes
- be broad and balanced

- be suitable for learners of different ages, abilities and aptitudes (including those with ALN)

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child and young person or additional learning provision for a child or young person with ALN.

## Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

## Evaluating the effectiveness and impact of ALN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

## Inclusion – Including support for vulnerable and disadvantaged learners

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the school together with those who do not have ALN and are encouraged to participate fully in the life of the school and in any wider community activity. We are committed to ensuring our school celebrates and reflects our diverse community. Representation of this is evident throughout, from wall displays to newsletters and book corners, to media postings. We actively seek involvement from community members in fostering the above.

In addition, at Hendrefoilan School we will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

- additional learning needs (ALN)
- learners with learning difficulties and/or disabilities who access further education and training
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- LAC learners
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse or neglect

## Emotional and social development and well-being

At Hendrefoilan School we support the emotional health and wellbeing of children and young people with ALN by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. At our school we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines.

## Involving specialists and external agencies

At Hendrefoilan School we will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence based ALN support, following the Inclusion Pathway, delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We will liaise with the local authority as appropriate through the Powys Inclusion Panel

(PIP) for support and guidance, and we may involve specialists at any point to advise on early identification of ALN and effective support and interventions.

We will work with parents, the local authority through PIP and other appropriate agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child or young person's progress. Together, we agree the needs of the child or young person, responsibilities, and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by the local authority, we will work closely with other relevant professionals involved in the child or young person's life because of being looked after.

## Disagreement Resolution

If you or your child disagree with a decision that we have made regarding the content of an IDP, please contact Mrs Davies to discuss your concerns. If an agreement cannot be reached, you have the option of asking the local authority to review the decisions. The local authority has a single entry for all advice and guidance.

## Data Protection

All documents relating to a child or young person's ALN will be kept on their profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without the consent of the child's parents or carers, or the young person, except for specified purposes or in the interests of the child or young person.

## ALN Terminology

The list below is not exhaustive, but it does give some definitions to some key phrases and abbreviations that are used when talking about ALN. If you would like to discuss any of the terms below, please contact Mrs Davies.

**ALN – Additional Learning Needs** – A child or young person has ALN if they have a learning difficulty or disability that requires additional learning provision.

**ALP – Additional Learning Provision** – This is the provision that is described within a person's IDP. If a child or young person receives ALP, they are considered to have an ALN.

**ULP – Universal Learning Provision** – This is provision that is provided by a school or setting to all children and young people should they need it. If a child or young person receives ULP, they are not considered to have an ALN.

**IDP – Individual Development Plan** – This is the statutory document that describes a person's additional learning needs, the ALP required to help meet those needs and who will provide it.

**LA IDP** – This is a version of the IDP that is maintained by the local authority. An LA IDP is issued when it is unreasonable for a school to identify the level of ALN a child or young person might have or to specify or provide the type of ALP needed to help meet the child or young person's needs. The LA is also responsible for all IDPs if a child or young person is looked after by the LA, dual registered, detained or in non-statutory education.

**School IDP** – This is a version of the IDP that is maintained by the school. Most children and young people that have ALN will have their needs met with a school IDP.

**One Page Profile** - A simple summary of what is important to someone and how they want to be supported. A one page profile can record how a child or young person would like people to help them, what is important to them and what people like and admire about them. All children and young people with ALN should have a one page profile.

## Welsh Government Guidance Documents

### The ALN Act in Wales (2018)

[Implementing the Additional Learning Needs and Education Tribunal \(Wales\) Act 2018: practitioner guide | GOV.WALES](#)

[Additional learning needs \(ALN\) system: parents' guide \[HTML\] | GOV.WALES](#)

### The ALN Code for Wales 2021

[210326-the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#)

### The Role of the ALNCo

[role-of-early-years-additional-learning-needs-co-ordinator.pdf \(gov.wales\)](#)



Llywodraeth Cymru  
Welsh Government

#### A 0–25 age range

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

#### A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education.

This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

#### Welsh language

If a child or young person needs ALP in Welsh, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

#### A mandatory ALN Code

The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

#### Clear and consistent rights of appeal

All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP.

Children and young people must be provided with access to independent advocacy services.

#### Increased participation of children and young people

Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

#### Avoiding disagreements and earlier disagreement resolution

If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

#### Increased collaboration

Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.

