

Durand Primary School



Additional Learning Needs Policy	
Date Ratified:	
Signature: (Chair of Governors)	
Signature: (Headteacher)	
Shared with staff?	Yes (See staff meeting minutes)
Review Date:	

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

Associated documents

[ALNET Act \(2018\)](#)

[Equality Act \(2010\)](#)

[Additional Learning Needs Code for Wales \(2021\)](#)

[Welsh Government Implementation Guidance \(2021\)](#)

[SEN Code of Practice Wales \(2004\)](#)

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”
ALN Code (2021)

Introduction

Durand Primary 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 from time to time experience the need for targeted support for a short period, a few pupils will require provision which is ‘additional to’ or ‘different from’ the education provision made generally for pupils.

We uphold the United Nations Convention on the Rights of the Child, that everyone who works with children should do what is best for each child (Article 3), that every child has the right to learn (Article 28), that every child has the right to be the best they can be (Article 29) and every child should not be harmed and should be looked after and kept safe” (Article 19).

This policy supports the school to meet its statutory responsibilities as set out in the ALNET Act 2018. Acronyms and definitions used throughout this policy are the same as those in the documents listed above.

Aims

Durand Primary School aims to meet the needs of all pupils 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 by:

- implementing and adhering to the ALN Code for Wales 2021
- enabling full access 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.
- taking 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.
- establishing a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- communicating and collaborating between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- involving pupils in transition within and between settings.
- including parents and carers fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.

Roles and Responsibilities

Meeting the needs of learners 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 class 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 pupil.

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 including staffing and resources.
- Ensure that the ALNCo has reasonable time and resources to carry out their duties.

ALNCo

- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure the practical implementation and review of the school Additional Learning Needs Policy.
- Ensure a clear process and system of identification, assessment, and review of pupils 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, (OPP), Target Sheets 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 coordination of the additional learning provision (specialised support) for pupils 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.
- Ensure clear communication with families and carers who have pupils with ALN.
- Work alongside the cluster schools and the local authority.

Class 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 pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs / Statements of SEN/ALN.
- 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 Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner 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 pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the ALNCo where appropriate).
- Contribute to the provision map for individual pupils, 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 Inclusion 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.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.

- Actively seek guidance from teaching staff on how to support identified learners with additional learning needs and provide feedback.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implement the agreed provision.
- Work with the class teacher to keep records on pupils with IDPs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required

Governing Body

The Governing Body has responsibility for Additional Learning Needs and has delegated the monitoring of ALN to the Pupil Centred Committee 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 pupils with additional learning needs and disabilities'

The Governing Body will ensure that arrangements are in place in schools to support all pupils with ALN by:

- Working in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners, as far as resources will allow at the school and with the support of the LA and outside agencies, 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.
- Having a clear knowledge of the school's provision map.
- Ensuring 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.
- Ensuring 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.
- Considering how changes to policies and practices across the school might impact ALN pupils.

Support Agencies

The school engages with various external support agencies to support and guide staff in providing appropriately for pupils with ALN.

This may include completing diagnostic assessments and withdrawal of 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.

Identification and monitoring of a pupil with Additional Learning Needs

Teachers are involved in the on-going assessment of pupil needs and progress. Monitoring and tracking informs the identification of any progress concerns and the requirement for further support. Concerns may be raised regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following may be used in determining a Learner's level of need:

- standardised assessment data
- teacher formative and summative assessments
- specific diagnostic testing assessments by class teacher with the support of the ALNCo, and outside agencies
- well-being assessments
- transition information from previous setting / school
- information provided from external professionals
- reference to previous concerns or discussions with parents

The information gathered on pupils, which is regularly monitored, provides teachers, parents and most importantly the learner with clear information to inform their learning.

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. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

For all pupils with identified additional learning needs, One Page Profiles are created with pupils 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.

Levels of Support/Provision Mapping

Meeting the needs of learners with ALN is part of a whole school approach. The graduated levels of support are identified in the school's provision map.

Durand Primary School's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support. (see Appendix ii School Provision Map 22/23)

The graduated levels of support are as follows:

Universal Provision/Universal Provision Plus

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, including high quality differentiation.

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.

Bespoke/Specific Additional Learning Provision

The needs of a pupil 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 pupil's needs. This usually involves multi-agency guidance and support. Either a School Based Individual Development Plan or a Local Authority held Individual Development Plan is developed with all stakeholders depending on level of need. The IDP provides key information on the pupil's Additional Learning Needs and the Additional Learning Provision there will be long term targets set which will inform the pupil's One Page Profile. This will be reviewed at least annually with all stakeholders .

For pupils 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

Engagement

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

Parents can discuss any specific ALN concerns with the Class Teacher/ALNCo

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.

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.

Monitoring and Evaluation

The success of the school’s Additional Learning Needs Policy and Additional Learning Provision may be evaluated through:

- analysis of pupil progress
- monitoring of procedures and practice by the Senior Leadership Team
- reviewing target sheets 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 contribution to reporting to Governors
- Effectiveness of the school provision map

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

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

Appendices

Appendix i – One Page Profile

Copy of sample One Page Profile - One Page Profiles are created through person centred approaches for all pupils with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

Appendix ii – Support Structures

Overview of the areas of the Provision Map:
Meanings of each stage – specific, targeted, universal plus and universal
Copy of school Provision Map

Background Information

Date of birth: . . .
Year group: Year 3
Class: Year 3
House: Monnow

has had Educational Psychologist involvement since starting in Nursery. There are concerns around social communication, speech and language and ADHD. We have had recent involvement from Caldicot SNRB via Outreach support. . . . has recently been refusing to comply with requests from adults and has been lashing out at staff and peers. He is currently withdrawn from class to do his tasks. . . . prefers to follow his own agenda and a play based curriculum has been adopted. . . . has been assessed by SPACE ND and we are awaiting the outcome.

What is important to me

To play in the Nursery garden
To play on the new bike
A familiar routine
To feel safe with adults who understand him

How best to support me

needs a play based learning approach
needs short 10 minute activities involving his interests where possible
needs regular movement breaks
needs access to adult support to access learning
needs reminding to go to the toilet at regular intervals throughout the day
needs a quiet space to withdraw to to complete his tasks
has separate breaktimes to his peers to ensure the safety of others

Strengths

is very physically able
speech has improved greatly and he can now speak in short sentences
has a good sense of humour and finds lots of things funny
has lots of interests that can be used to reward him
He engages in mark-making, enjoys listening to a story of his choice.
enjoys playing musical instruments

Areas of concern

has Social Communication difficulties
finds it difficult to tolerate other children and will at times lash out at them if they get too close
. . . . is below average academically and struggles to access Year 2 work
finds transitioning from one activity to the next tricky
struggles to regulate his emotions
has sensory difficulties there are many textures he doesn't like and this impacts his diet
rarely engages in adult led learning
shows fear around anything unfamiliar and



One Page Profile - Durand Primary School

uses a now and next board

Date: 7/9/2023

Teacher: .

prefers to watch if something new is introduced such as a new game

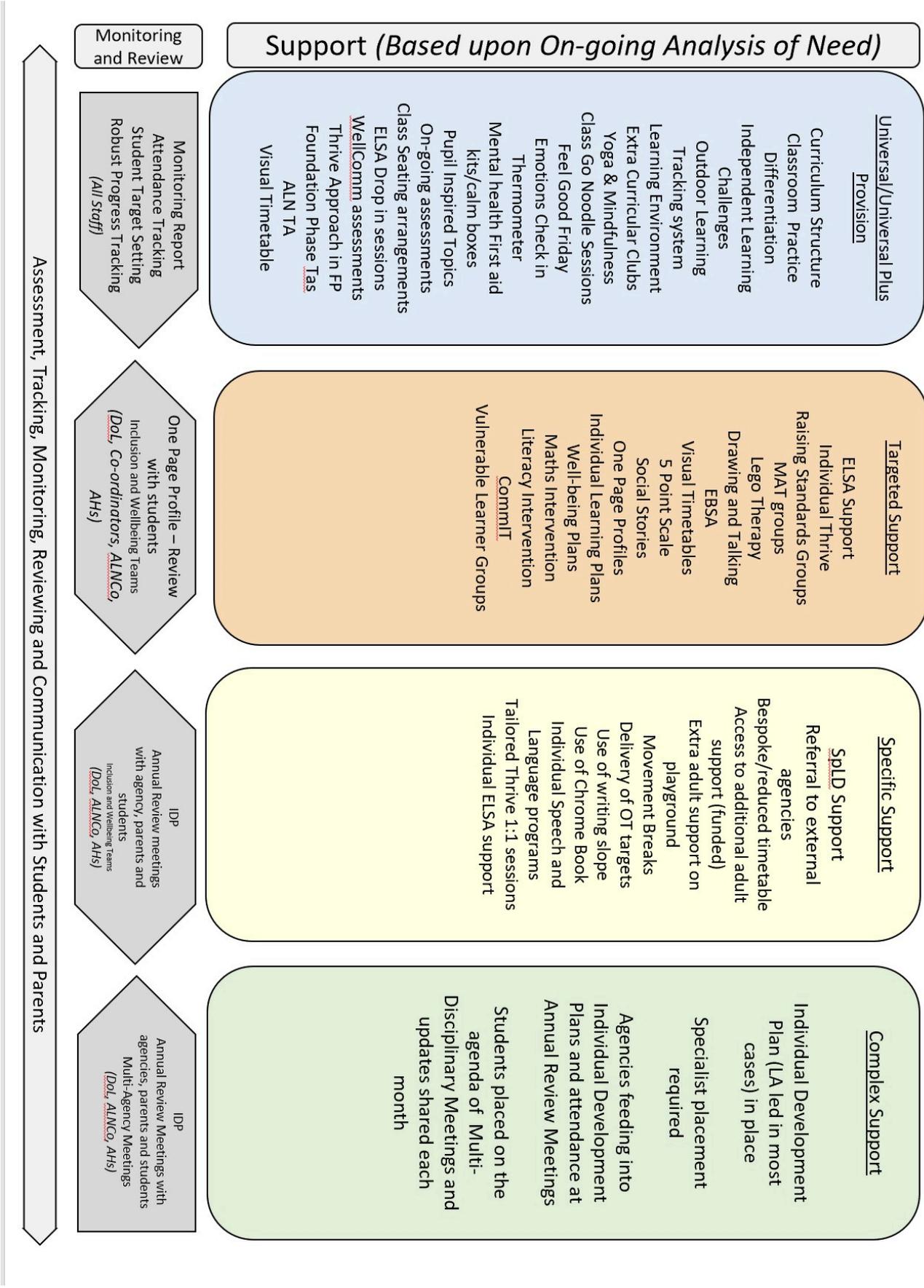
Targets

To complete a teacher led activity followed by a pupil led activity e.g. task/choice, task/choice (using a visual timetable)

To use different words to express anger rather than swear words

To begin to play alongside others in a safe appropriate way

Appendix ii – Support Structures





Our Graduated Response to Meeting the Learning Needs of Children

