Ysgol Awel y Môr

CONWY
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL

Additional Learning Needs - CCBC

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Summer 2026		Summer 2030

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial policy creation	Temporary Governing Body	Summer 2030
1.1					
1.2					
2.0					
2.1					

POLICY STATUS
Statutory with annual review

CONSULTATION
This policy was established and reviewed by all the school staff in consultation with the Governing Body.
The policy reflects the statutory guidance set out in the Additional Learning Needs Code for Wales 2021.

HOW IS THIS POLICY EVALUATED?
This policy is subject to a four yearly cycle of monitoring, evaluating and review by the Senior Leadership Team, ALNCo and ALN Governor and is approved by the governing Body.

The ALNCo, Headteacher and Governing Body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

Family members can see a copy of this policy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need the policy to be made available to you in a different format).

CONTEXT
This policy complies with the statutory requirements laid out in the Additional Learning Need Code for Wales 2021 and has been written with reference to the following related guidance and documents:

Equality Act 2010
Safeguarding and Child Protection Policy
Policy Admissions Policy

RATIONALE STATEMENT
At Ysgol Awel y Môr all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and adaptive curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

Ysgol Awel y Môr is committed to the successful inclusion of learners with Additional Learning Needs. At our school, every teacher is a teacher of all learner, including those with ALN.

At Ysgol Awel y Môr every child is equal, valued and unique. We aim to provide an environment where all learners feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Ysgol Awel y Môr is committed to providing an education that enables all learners to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

AIMS AND OBJECTIVES

OBJECTIVES

The principle(s) of our school are:

- To develop effective whole school universal, targeted and additional learning provision.
- To ensure a clear process for identifying, assessing, planning, providing, reviewing and evaluating for children who have ALN with their family at the centre.
- To ensure that learner's needs are identified as soon as possible with the school's assessment arrangements; assessment data is used to inform decision-making.
- To provide a broad and balanced curriculum within a caring and inclusive learning environment, engaging all children and young people at every level and enabling them to develop, grow, and achieve their full potential regardless of ability.
- To ensure equality of provision for children with ALN.
- To enable children with ALN to achieve their potential, achieve success and progress according to their potential.
- To ensure the family are fully engaged in decision making.
- To take into account the views, wishes and feelings of the child.
- To provide advice and support for all staff working with children with ALN.
- To ensure appropriate resources are allocated to ensure that the needs of learners are appropriately met;
- To ensure all children grow in their confidence, independence and self-reliance to become confident and capable learner

Definition of ALN

At our school we use the definition of ALN from the Additional Learning Needs Code for Wales 2021. This states:

'Additional learning needs' ('ALN') has the meaning given by section 2 of the Act, namely:

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 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.

Additional Learning Needs Co-ordinator (ALNCo)

While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met. The ALNCo has overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP. ALNCos identify a child or young person's ALN and ensure appropriate Additional Learning Provision (ALP) is in place to meet those needs.

ALNCo names: Michelle O'Connor/Hannah Williams
Contact number: 01745 351892

Provision for children with ALN is a matter for the school as a whole

Every teacher is a teacher of children and young people with additional learning needs. Teaching all children and young people is therefore a whole school responsibility. At Ysgol Awel y Môr we adopt a "high quality teaching" approach. High quality teaching, differentiated for individual pupils, is the first step in responding to children and young people who have or may have ALN.

The key characteristics of high-quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of children
- High quality teaching that is differentiated
- High expectations of every child and young person
- Appropriate use of teacher questioning, modelling and explaining

For further information on "high quality teaching" please refer to the Conwy and Flintshire Toolkit for Additional Learning Needs.

Assess, Plan and Do

Where it is decided to provide a child or young person with provision, we will talk to the family. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, along with a clear date for review. The class teacher will remain responsible for working with the child on a daily basis.

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Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed on the agreed date. The class teacher working with the ALNCo, will revise the support in light of the child's progress. If a child does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the relevant education, health or family services, for example; Inclusion and Educational Psychology Service, CAMHS and Neurodevelopmental Service, Speech and Language Service.

Individual Development Plan (IDP)

A child or young person identified as having ALN will have a statutory plan called an Individual Development Plan prepared. An Individual Development Plan or "IDP" is a document that contains a description of a person's ALN and a description of the ALP which the person's learning difficulty or disability calls for.

Reviewing children or young people's needs

Formal review meetings of the IDP will take place at least annually, where families and the child or young person will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for gathering evidence in relation to outcomes and provision described in the child or young person's IDP.

Partnership with Families
The child or young person is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our children and recognises the importance of a partnership between home and school. Parents/Carers are kept informed of their child's progress and are encouraged to play an active part in their learning and support the implementation of the actions and outcomes outlined in the IDP. Families are encouraged to be fully involved in the review process. The family and child or young person are encouraged to provide feedback, share views and raise any concerns before a meeting. In addition to this, there will also be the opportunity to discuss and check understanding of all information and advice that has been gathered for the review.

Complaints Procedure
Initially an attempt will be made to resolve a complaint about ALN provision at school level. Parents/Carers who are dissatisfied with the school's provision for additional learnings needs should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents/carers are still not happy after using the school's complaints procedure, parents/carers should contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

Child or Young Person Participation:
The views, wishes and feelings of all children are valued. Children with ALN are supported to be involved in decision making and to be able to express any concerns. The child's contribution to the process is important to ensure that their needs are correctly identified. Whether a child has capacity or not, they can still make significant contributions when decisions are being made about their ALN.

Supporting children with a medical condition
Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Healthcare Plans will be put in place where appropriate (please see separate Healthcare Needs Policy). Where a child also has ALN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Staff development
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children and young people, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management to plan appropriate CPD in relation to ALN. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Monitoring and Evaluating ALN

Provision for children with ALN is a matter for the school as a whole.
The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with ALN.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy which can be accessed on the school website. The admission arrangements for all children and young people are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of ALN.

Transition Arrangements

Transition is carefully planned in order to ensure successful transition both within school and from setting/school to setting/school. Children and young people alongside parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next school / setting through the review process.

Children in Care / Children Looked After

The ALNCo and designated teacher meet regularly to ensure that arrangements are in place for supporting children and young people that are looked after who also have ALN.

Role and Responsibilities

The named Governor for ALN is Mrs Mariette Roberts

Governors will ensure that:

- The ALN policy is in place and reflects the statutory guidance set out in the Additional Learning Needs Code for Wales 2021.
- the necessary provision is made for any child or young person with ALN
- all staff are aware of the need to identify and provide for child or young person with ALN
- that ALN records are maintained by all staff and are kept up to date
- children or young people with ALN join in school activities alongside their peers, so far as is reasonably practical and compatible with their needs
- parents/carers are involved with any decisions regarding additional learning provision for their child or young person
- they have an overview of knowledge on ALN and they are fully informed about ALN issues, so that they can play a major part in school self-review
- access to the policy is readily available to all staff including supply staff
- the policy is articulated and consistently applied
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review by the ALN governor and approval by the Full Governing Body

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for children and young people with ALN
- keeping the governing body informed about ALN issues
- working closely with the ALNCo

The ALNCo is responsible for:

- promoting a child or young person's inclusion in the school and access to that school curriculum, facilities and extra-curricular activities
- advising teachers at the school about differentiated teaching methods appropriate for children and young people with ALN
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting
- contributing to in-service training for teachers at the school
- supervise and arrange for the training of learning support workers who work with children and young people with ALN
- monitoring the effectiveness of any ALP
- ensuring IDPs are developed and reviewed
- keeping records of decisions about ALN and IDPs
- liaising with specialist services and securing them when there is agreement to provide such services
- acting as the key point of contact with the relevant local authority's inclusion and support services
- liaising closely with parents of children and young people with ALN
- overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP

Class teachers are responsible for:

- liaising with the ALN Co-ordinator
- the day to day process of supporting every learner with ALN
- providing high quality differentiated teaching for all children and young people
- setting high expectations which inspire, motivate and challenge children and young people
- assessing children and young people's needs and planning reasonable adjustments, interventions and provision to match the outcomes identified for them
- regularly reviewing the impact/effectiveness of the reasonable adjustments, interventions and provision in place
- making themselves aware of the school's procedures for identification, monitoring and supporting children and young people with ALN
- identify learners who make little or no progress despite sustained and adapted learning opportunities or provision
- Work with the ALN Co-ordinator, child or young person and parents/carers in collecting and recording information about the learner in determining the action to be taken
- Setting targets for learners who are not categorized as having ALN within the Act but who still require substantial differentiation through Targeted Universal Provision
- Collaborating with and leading Teaching Assistants to deliver ALP
- Attend and feed into Person Centred Reviews
- managing behaviour effectively to ensure a good and safe learning environment.

Date:	Reviewed by
Version:	
Review due by:	
ALN Governor :	Mrs Mariette Roberts
Designated Staff with specific Safeguarding responsibility:	Catrin Foulkes Michelle O'Connor Hannah Williams
Member of staff responsible for Looked After Children (LAC):	Mrs Laura Owen
Date:	Reviewed by
Version:	