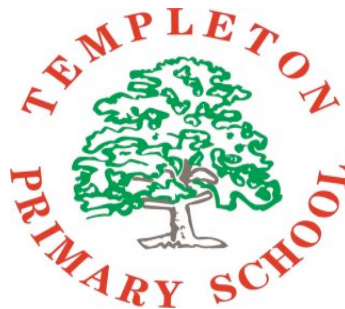




The Federation of Tavernspite and Templeton CP Schools



Additional Learning Needs (ALN) Policy

Introduction

At Tavernspite and Templeton Federation, we are committed to ensuring that every child is valued as an individual and is supported to achieve their full potential. We believe that all learners have the right to an inclusive, high-quality education that recognises their strengths, celebrates their individuality and provides the support they need to thrive academically, socially and emotionally.

This policy sets out how the Federation identifies, supports and makes provision for children and young people with Additional Learning Needs (ALN). It reflects our commitment to creating a nurturing, inclusive learning environment where barriers to learning are identified early, appropriate support is provided, and every learner is encouraged to become an ambitious, capable learner who is prepared for lifelong learning.

Inclusion lies at the heart of everything we do. We recognise that every child is unique and that diversity strengthens our school community. We are committed to ensuring that all learners, regardless of their abilities, background, language, culture, disability or individual circumstances, are welcomed, respected and provided with equitable opportunities to participate fully in all aspects of school life. We have high expectations for every learner and work to ensure that appropriate provision enables all children to experience success, develop confidence and make meaningful progress.

We recognise that effective support for learners with ALN is built upon strong partnerships. We place the views, wishes and feelings of children and their families at the centre of decision-making and work collaboratively with parents, carers, specialist services and other professionals to ensure that provision is tailored to individual needs. Through this person-centred approach, we aim to develop learners who feel safe, valued, included and empowered to achieve their aspirations.

This policy has been developed in accordance with the 'Additional Learning Needs and Education Tribunal (Wales) Act 2018,' the 'Additional Learning Needs Code for Wales,' and the statutory guidance and regulations that accompany the Act. The legislation establishes a rights-based, person-centred approach to supporting children and young people with Additional Learning Needs, ensuring that their views, wishes and feelings are central to decisions about the support they receive. This policy also reflects the principles of the 'Curriculum for Wales,' promoting equity, inclusion and high aspirations so that every learner can realise their potential and flourish within the life of the Federation.

Aims of policy and practice:

- ☐ To ensure that we are following the guidelines set out in the statutory documents for meeting the Additional Learning Needs of pupils within Tavernspite and Templeton Schools.
- ☐ To ensure Tavernspite and Templeton Schools offers a fully inclusive education for all learners and creates a positive atmosphere where pupils are aware of their own self-worth.
- ☐ To ensure that all learners are given the opportunity to succeed in an education system that meets their needs.
- ☐ To ensure that all stakeholders are aware of the process for identifying ALN and involved in the process of establishing for to support these needs.
- ☐ To ensure that potential ALN needs are identified early and support/ interventions are shared.
- ☐ To ensure that the ALN systems in Tavernspite and Templeton Schools are collaborative.
- ☐ To ensure that the ALN systems in Tavernspite and Templeton Schools take due regard for the rights of the pupils.
- ☐ To ensure that staff have opportunity to access appropriate training and/or experience(s) in specific areas that enhance the experiences of the children.
- ☐ To ensure effective transfer of ALN information between year groups and Comprehensive School(s)

- ☐ To involve the pupil in the planning and target setting of his/her programme of work with a Person-Centred Planning approach.
- ☐ To monitor and review individual needs regularly, and to maintain clear records of any action taken.

Supporting all learners

Tavernspite and Templeton Schools employ rigorous and inclusive teaching approaches to support all learners including those with ALN. This is known as Universal Learning Provision (ULP). The ULP offer available for all pupils includes:

- ☐ Good teaching, learning with specific and targeted differentiation;
- ☐ Targeted teaching strategies to support each area of need- this is broken down into 4 key areas:
 1. Cognition & Learning (including Specific Learning Difficulties)
 2. Communication & Interaction (including Autism Spectrum Conditions)
 3. Emotional & Social Difficulties (including Behavioural difficulties)
 4. Sensory & or Physical (including Hearing Impaired & Visual Impaired)
- ☐ Standard Targeted Interventions (interventions that are generally made available for all pupils of the same age which help identify emerging needs).

Tavernspite and Templeton Schools provide a Provision Map of all ULP interventions- see Appendix 1.

Definition of Additional Learning Needs

According to statutory documentation, a child or young person has additional learning needs if.:

‘He or she has a learning difficulty or disability, which calls for additional learning provision (ALP).’

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Additional learning provision (ALP) for a person aged three or over is defined as educational provision, which is different to, or different from, that may generally for others of the same age.

To establish whether a child of compulsory school age or young person requires ALP, the following questions must be applied.

- (a) Does the child or young person have a learning difficulty or disability?
- (b) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- (c) Does the child or young person have a disability (within the meaning of the Equality Act 2010 which prevents or hinders the child or young person from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools?

Identifying additional learning needs at Tavernspite and Templeton Schools.

At Tavernspite and Templeton Schools, we have a graduated approach to identifying ALN. Broadly, our identification of additional learning needs follows the process outlined below:

- The class teacher will employ a range of ULP interventions and through careful analysis and/or monitoring that outlines concern, a decision will be made to discuss matters with the Additional Learning Needs Coordinator.
- The ALNCo will support the class teacher to make adaptations to the classroom and to teaching to ensure that provision is appropriate for the needs of the pupils.
- The family of a pupil will notify the Additional Learning Needs Coordinator that they have concerns that their child(ren) may have additional needs.
- The ALNCo will support the family to make adjustments (where possible) at home and provide suggestions so to alleviate concerns/ issues.
- Targeted provision (offered universally) will be implemented to attempt to accelerate progress.
- A Person-Centered Planning Meeting will be held between all parties (school, parents, outside agencies and/or health professionals) to explore concerns and start the process of deciding if the child has ALN.
- Pupils with queried ALN and/or ALN will be discussed by the ALNCo at a termly TAPPAS meeting- The 'Team Around the Pupil Parent and Setting' is a group of professionals that supports schools and families in the wellbeing and additional learning needs of children and young people.
The team includes an educational psychologist, specialist teachers and speech & language therapists. During these consultation and planning meetings, schools discuss 'wrap around' support and intervention relating to individual children and young people. Where appropriate, necessary referrals for additional guidance/ support are made.

Elements of the ALN process at Tavernspite and Templeton Schools

- **PCP meetings-** PCP or Person- Centered Planning Meetings are when all of the people involved in making decisions about a child meet together to share information. The child concerned is often invited to this meeting, although some may choose not to attend. Meetings are kept as informal as possible and cover areas such as: 'What people like and admire about the child, what is important to and for the child, what is working well for the child, what could be working better and how to support the child'- with future targets. During these meeting, the ULP and ALP offers are explored, and necessary decisions are made as to whether an Individual Development Plan is issued.
- **One Page Profiles (OPP)-** Every child at Tavernspite and Templeton Schools have a One Page Profile. These are particularly important for pupils with ALN as they set out, using the child's words, what people like and admire about them, things that are important to them at home and in school and how best to support them. This profile is a crucial element of provision planning for the child and the interventions that are planned.
- **Individual Development Plans (IDP's)-** These are created for all pupils with ALN using information gained from the PCP meeting and the one-page profile along with school-based data sources. The IDP sets out the description of the child's needs, what will be done within school to meet their needs and the ALP that will be provided and any provision that will be delivered by an NHS body. Please note, an IDP may be school-based and/or local authority based, dependent on the level of identified ALN and provisions required.

- **External agencies-** Referrals are made to the external agencies where appropriate. External agencies offer specialist advice to school staff in relation to provision and intervention and, where appropriate, work directly with the child, examples of external agencies include the Educational Psychology Service, Outreach Services, Inclusion Service, Specialist and advisory teachers and the Speech and Language Therapy service.
- **Monitoring progress-** The progress of pupils identified with ALN is closely monitored using quantitative and qualitative measures. Progress is monitored at regular intervals to ensure effectiveness of interventions against agreed targets.
- **Review-** The IDP is officially reviewed annually, although reviews of progress can take place whenever needed throughout the year. These reviews follow the PCP process to ensure that the views of involved in the care and education of the child are involved. The One Page Profiles are reviewed on a termly basis.
- **Conflict resolution-** At Tavernspite and Templeton Schools, we work to ensure that the IDP reflects the needs of the child and that the provision outline closely aligns the discussions within the PCP meeting. However, we understand that there can be times when conflict resolution is needed. Parents and carers are given the opportunity to respond to the draft IDP and appropriate amendments are made. Parents and carers are signposted to the appropriate agencies that offer impartial advice in relation to the ALN process.
- **Timescales-** The ALNCO will follow the appropriate timescale set out in the statutory documents in relation to producing an IDP. This states that an IDP must be prepared within 35 days following identification of ALN.

Key responsibilities

Provision for pupils with additional learning needs is a matter for the whole school. All staff are responsible for helping to meet an individual's additional learning needs and for following the school's procedures for identifying, assessing, and making provision to meet those needs.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with ALN.
- Informing the governing body about ALN issues.
- Working closely with the ALN personnel within the school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school are monitored and reported to governors.

The **Governing body** must ensure that:

- The necessary provision is made for pupils with ALN.
- All staff are aware of the need to identify it and provide the pupils with ALN.
- They have regard for requirements set out in the statutory documents.
- They are fully informed about ALN issues so that they can play a major part in the school self-review.
- Staffing and funding agreements are appropriate to meet the needs of pupils identified as having ALN.
- They are involved in the monitoring of this policy.

The **Additional Learning Needs Co-Ordinator (ALNCO)** is responsible for:

- ☐ Overseeing the day-to day operation of this policy.
- ☐ Coordinating the provision of pupils with ALN.
- ☐ Ensuring that agreed, consistent approaches are employed.
- ☐ Liaising with and advising other staff.
- ☐ Working with other staff when identifying pupils with ALN.
- ☐ Working with the senior management team to develop provision for pupils with ALN.
- ☐ Coordinating meetings with families, pupils, other staff, and external professionals.
- ☐ Completing referrals to external agencies designed to improve provision for pupils with ALN.
- ☐ Creating individual development plans for pupils identified as having ALN.
- ☐ Monitoring the progress of pupils with ALN.
- ☐ Coordinating and delivering ALN training for all staff, in line with the needs of individual pupils.
- ☐ Ensuring that the governing body is kept up to date about issues related to ALN.
- ☐ Ensuring that all staff within the school have appropriate information about pupils who have ALN.
- ☐ Liaising with staff in feeder and cluster schools.

Class teachers are responsible for:

- ☐ Ensuring pupils with ALN are fully included in the classroom.
- ☐ Ensuring they provide appropriate provision for pupils with ALN.
- ☐ Provide an appropriately differentiated curriculum to meet the needs of all learners.
- ☐ Contributing to meetings about pupils with ALN.
- ☐ Listening to the views of pupils.
- ☐ Liaising with the ALNCO for advice and support.

Record Keeping.

Every member of staff has a login to the secure provision mapping tool, Edukey. On this platform, all minutes of meetings are maintained, alongside IDPs, transition information, recommendations and/or observations made by external agencies, alongside relevant medical information.

All One Page Profiles are maintained and kept by each class teacher, with every pupil having a copy within their books.

All targeted interventions delivered are recorded by members of support staff. These are kept within each class and used as means for monitoring progress and/or contributing to assessment information.

Transition and links with other schools

When a child with Special Needs transfers to a new school, it is extremely important to provide as much continuity and progression in the child's education as possible. We make sure that all pupil records are sent to the new school. This will include samples of the child's work, copies of One Page Profiles, IDPs and correspondence with external agencies. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the transition process. In addition,

for those pupils with an IDP, the Secondary ALNCo is invited to the end of year PCP meeting, to aid transition and information sharing.

If we are the receiving school, we contact the previous school of any child with ALN entering Tavernspite and Templeton Schools to gather relevant information so that we can put the appropriate support in place.

Resources and Facilities.

Tavernspite and Templeton offers excellent facilities and resources to ensure children's individual needs are planned and catered for in the mainstream classroom. A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated ALN budget.

Nappy changing, showering and toilet facilities are available for children with physical difficulties/ disabilities. The ALNCo has a bank of resources, which can be used and accessed by all class teachers and support staff, to support children's learning.

Appendix 1

The Federation of Tavernspite and Templeton Schools

ALN Provision Map

Whole School Provision Map							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stage 1- Universal Learning Provision Quality First Teaching						
Universal Learning Provision (for all year groups)	<u>Cognition and Learning</u> □ Differentiated curriculum □ Differentiated delivery/teaching styles catering for VAK (multi-sensory approaches to learning) □ Differentiated outcome □ Increased visual aids □ Visual timetables □ Use of writing frames □ ICT/ tablet devices to support □ Talk for Writing approach □ Guided reading sessions □ Allowing extra time for tasks □ Assessment for Learning □ Accessibility to personalized learning aides such as word banks, number lines □ Methods to summarize and highlight key teaching points, e.g. mind maps, visual cues, bullet points.	<u>Communication and Interaction</u> □ Flexible teaching arrangements □ Structured school and class routines □ Differentiated curriculum delivery □ Increased visual aids □ Visual timetables □ Use of symbols □ Reading materials accessible to pupils □ Assessment for Learning □ Accessibility to personalized learning aides such as word banks, number lines □ Differentiated delivery/teaching styles catering for VAK (multi-sensory approaches to learning) □ ICT/ tablet devices to support	<u>Behavioural, Social and Emotional</u> □ Whole school culture and provision for Health and Well Being, including Wheel of Wellbeing □ Establish positive relationships □ Whole school and class reward systems □ Whole school/ class rules □ Whole school policy for behaviour □ Mindfulness sessions in all classes □ Buddy system □ Circle Time □ Consistent and clear language □ Rewards systems, e.g. Class DoJo	<u>Sensory and/or Physical</u> □ Effective seating plans □ Fully inclusive environment □ Embedded and well-planned class organization □ Workstation spaces □ Enhanced outdoor learning spaces □ Arrangement of classroom □ Mindfulness sessions embedded with physical movement e.g. Peer massage in Early Years □ School building is well-organized with a consistency in the approach to displaying work and celebrating successes □ Access to quiet space(s)			

	Stage 2- Standard Targeted Provision Intervention as part of ULP Small group interventions/ Catch-up programmes/ General offerings of support			
	Year R	Year 1	Year 2 and Year 3	Years 4, 5 and 6
Standard Targeted Interventions (as part of the ULP offer for each year group)	☐ SALLEY programme ☐ Write Dance ☐ Hands on Literacy ☐ Sensory Brain Breaks ☐ Small group speech and language groups ☐ Read, Write, Inc. intervention ☐ Social stories ☐ Short term speech and language intervention	☐ Write Dance ☐ Read, Write, Inc. intervention ☐ Numicon intervention ☐ Precision teaching approach ☐ High frequency word intervention programme ☐ Social stories ☐ Short term speech and language intervention	☐ Lexia ☐ ELSA ☐ Friendship Group provision ☐ Read, Write, Inc. intervention ☐ Numicon intervention ☐ Precision teaching approach ☐ Short term individual programmes recommended/ delivered by external agencies ☐ Social stories ☐ Short term speech and language intervention	☐ Lexia ☐ Springboard Maths ☐ ELSA ☐ Friendship Group provision ☐ Precision teaching approach ☐ Short term individual programmes recommended/ delivered by external agencies ☐ Social stories ☐ Short term speech and language intervention
Standard Targeted Resources and Practices (as part of the ULP offer for each year group)	☐ Wobble cushion ☐ Ear defenders ☐ Quiet spaces (e.g. tents) ☐ Sloping desk stand ☐ Triangular grips for pencils/ pens ☐ Coloured overlay reading ruler ☐ Reading tracker ☐ Fidget resources ☐ Daily access to laptop/ iPad to record own work e.g. use of Flipgrid to record views/ideas, use of online Word document to type, etc. ☐ Enhanced visual prompts ☐ Reduced and targeted choices ☐ Forward chaining- breaking down skills needed ☐ Saying and signing instructions- reinforcement ☐ Use gestures and body language			

	Stage 3- Additional Learning Provision (ALP) that would be expected to be met within schools (School led IDP) Individualized, targeted support for pupils
Additional Learning Provision (ALP) which may be consistent with IDP level of provision	☐ Intensive/ One to one adult support for literacy sessions ☐ Intensive/ One to one adult support for maths sessions ☐ Intensive/ One to one adult support for delivery of emotional and behavioural regulation ☐ Targeted, sustained and long term one to one speech and language intervention ☐ Targeted, sustained and long term delivery of programmes/activities to promote social communication skills and social interaction skills e.g. socially speaking, Talkabout and social use of language programmes. ☐ One to one adult support to tailor the learning to suitably support style, with appropriate chunking of tasks into smaller sessions. ☐ One to one adult support to discuss behaviour with a child during/after the incident as appropriate, to obtain an understanding and views on the situation and suggest alternative ways of responding, supporting the development of self-regulation and coping skills ☐ Positive handling plan ☐ Risk assessment ☐ Long term individualized programmes delivered by healthcare support such as CAHMS, SALT, NDT ☐ Use of alternative means of communication e.g. Braille ☐ Changes made to the physical environment following advice from specialist ☐ Requires equipment which can only be used by one pupils or cannot be reused or is beyond the reasonable resource of the school ☐ Access to specialist technology

ADDITIONAL LEARNING PROVISION RESOURCES AND PRACTICE

- ☐ Intensive/ One to one adult support for literacy sessions
- ☐ Intensive/ One to one adult support for maths sessions
- ☐ Intensive/ One to one adult support for delivery of emotional and behavioural regulation
- ☐ Targeted, sustained and long term one to one speech and language intervention
- ☐ Targeted, sustained and long term delivery of programmes/activities to promote social communication skills and social interaction skills e.g. socially speaking, Talkabout and social use of language programmes.
- ☐ One to one adult support to tailor the learning to suitably support style, with appropriate chunking of tasks into smaller sessions.
- ☐ One to one adult support to discuss behaviour with a child during/after the incident as appropriate, to obtain an understanding and views on the situation and suggest alternative ways of responding, supporting the development of self-regulation and coping skills
- ☐ Positive handling plan
- ☐ Risk assessment
- ☐ Long term individualized programmes delivered by healthcare support such as CAHMS, SALT, NDT
- ☐ Use of alternative means of communication e.g. Braille

Additional Learning Provision (ALP)

These pupils will have an IDP



Universal Learning Provision (ULP)

These pupils will have a OPP

UNIVERSAL LEARNING PROVISION AVAILABLE TO ALL THROUGHOUT THE SCHOOL

- ☐ SALLEY programme
- ☐ Write Dance
- ☐ Hands on Literacy
- ☐ Sensory Brain Breaks
- ☐ Small group speech and language groups
- ☐ Read, Write, Inc. intervention
- ☐ Numicon intervention
- ☐ Precision teaching approach
- ☐ High frequency word intervention programme
- ☐ Lexia
- ☐ ELSA
- ☐ Friendship Group provision
- ☐ Springboard Maths
- ☐ Toe by Toe

UNIVERSAL LEARNING RESOURCES AND PRACTICE

- ☐ Wobble cushion
- ☐ Quiet spaces (e.g. tents)
- ☐ Sloping desk stand
- ☐ Triangular grips for pencils/ pens
- ☐ Coloured overlay reading ruler
- ☐ Reading tracker
- ☐ Fidget resources
- ☐ Daily access to laptop/ iPad to record own work
- ☐ Enhanced visual prompts
- ☐ Reduced and targeted choices
- ☐ Forward chaining- breaking down skills needed
- ☐ Saying and signing instructions- reinforcement
- ☐ Use gestures and body language