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COG – David Brookes 

Signed:

Date:13.06.2022

Headteacher – Yvonne Jones

Signed:

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Date:13.06.2022

ALN Policy

We at **Porth Community School** are committed to meeting the additional learning needs of pupils and ensuring that they make progress. In line with our mission statement we aim to **‘Aspire Together, Achieve Together’.**

**Fundamental Principles of this policy:**

Porth Community School aims to ensure that:

* Teachers are aware of the importance of early identification and of providing for ALN students whom they teach;
* Early identification of additional learning needs is followed by swift implementation of appropriate provision;
* ALN students will have their needs met;
* The views of the pupils are sought and taken into account;
* Partnership with Parent/Carers will play a key role in supporting their child’s education and enabling them to achieve their potential. Our school will endeavor to support Parent/Carers through the process of transition and adjustment.
* ALN students are offered a broad, balanced and relevant education;
* ALN learners experience the highest level of inclusion. Learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible;
* ALN students have full access to all school activities so far as it is reasonably practical and relates to the pupil’s individual needs;
* We work in partnership with external agencies to meet the needs of the pupil;
* There is a smooth transition at every stage for the pupil;
* We Communicate high expectations to all pupils;
* Pupils achieve success and we instill ambition for their futures.

**Roles and Responsibilities**

The Governing body will ensure that the needs of pupils are met by employing a school ALNCo.

The Governing Body has identified a member of staff to have oversight of additional learning needs provision within the school and also to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Porth Community Schoolthis role is undertaken by the chair of governors who will meet annually with the Director of Wellbeing and Inclusion and ALNCo**.**

The ALNCo and the Director of Wellbeing and Inclusion will work closely with the additional learning needs governor and staff to ensure the effective day to day operation of the school’s additional learning needs policy. The ALNCo and Head will identify areas for development within additional learning needs and contribute to the school’s development plan. The ALNCo, with the support of the Deputy ALNCo and ALNCo Assistant will co-ordinate provision at school action, action plus and statemented pupils for non-mandatory year groups, and will co-ordinate provision at Universal, Target and Specific level for the mandatory years moving across the new ALN code of practice. All pupils will transfer to the new ALN code of practice by August 2024 in line with WAG timelines.

The ALN Department provides bespoke interventions, ELSA and provision support in the classroom for those pupils as deemed necessary.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with additional learning needs and will monitor their progress. They are also responsible for seeking advice from the ALNCo in order to develop effective strategies and approaches to fully meet the needs of ALN pupils and those pupils with identified learning barriers who do not meet threshold for ALN status. All teachers who have additional responsibility for curriculum areas, including Directors of Learning, Heads of School and subject Directors will review and monitor the progress made by pupils in their area/department and the effectiveness of resources and other curriculum material. All staff will work closely with the ALNCo*.*

**Training needs to support roles and responsibilities**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Director of Wellbeing and Inclusion/ ALNCo.

The ALNCo and the Director of Wellbeing and Inclusion will keep fully up to date about additional learning needs issues through attendance at training and cluster meetings. In addition, the ALNCo will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies*.*

Staff development and training is a priority at Porth Community School and is continually monitored. The ALNCo will provide ALN training to all staff throughout each academic year to ensure everyone is aware of their statutory roles and responsibilities within the new ALN code of practice.

Teaching staff will continue to develop their knowledge of ALN through staff meetings and training opportunities*.* Teaching assistants and Intervention leads who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through specific training courses, in-house coaching by the ALNCo and meetings*.*

**Admissions**

Pupils with additional learning needs will be admitted to Porth Community Schoolin line with the Local Authority’s admissions’ policy. The school will use their induction meetings to work closely with both parents and external agencies to ascertain whether a child has been identified as having an additional learning need, and plan to implement the appropriate provision and relevant documentation ensuring the pupil is able to have a smooth and effective transition into Porth Community School.

If staff are alerted to the fact that a child may have a difficulty in learning they will ensure all relevant information is collected and shared with the wider staff team in order to plan and deliver an appropriate and differentiated curriculum.



**Identification, Assessment, Reviews**

**On Entry**

When pupils are first admitted to the school, they will be assessed according to relevant assessment procedures. The early identification of an additional learning need is imperative and is swiftly met with an appropriate curriculum and provision offer.

**Graduated Response**

Porth Community school will adopt a graduated response to meeting the needs of ALN pupils that require the initial use of the classroom and school resources, before bringing in specialist expertise to bear on the difficulties that a pupil is experiencing. When a child is identified as having a learning difficulty or an additional learning need, the school will intervene by applying the appropriate Universal, Targeted or Specific provision that the learner requires.

**Teacher Referral**

If a teacher has a concern about a child they will alert the ALNCo. The ALNCo will arrange to meet with the staff member to discuss concerns and gather information. This meeting will be followed with an observation of the child and also a meeting with parent/carer. It is likely that a One Page Profile (OPP) be written with the support of teaching staff, pupil and parent to ensure all staff are aware of the child’s barriers to learning and are aware of appropriate strategies to implement to meet their needs in the classroom.

**Parent Referral**

Parents are encouraged to contact the ALNCo if they have concerns that their child may have an ALN. The ALNCo, or a member of the ALN team, will organise a Pupil Centred Planning (PCP) meeting with the parent and the pupil to discuss the concerns and agree a plan of support moving forward. Teaching staff will complete a round robin prior to this meeting taking place so that a clear overview of the child’s needs and barriers can be seen across the curriculum.

**Curriculum and assessment monitoring**

The ALNCo, curriculum co-ordinators and senior leadership team will monitor the attainment and progress of pupils with additional learning needs as part of their role. They will ensure that any concerns in progress are identified at the earliest opportunity and will meet to discuss matters.

The ALNCo will closely monitor the progress of pupils accessing Targeted interventions every 6-12 weeks to assess if there has been an impact on pupil progress.

**How a child is placed on the register of need at Universal Provision level.**

If a pupil fails to make adequate progress within any phase of the school then they will be placed on the register of need as a pupil requiring Universal Provision of support. Pupils will receive appropriate intervention and support which will enable them to improve their skills and begin to overcome barriers to their learner in order to successfully access the curriculum. This additional support will be documented in a OPP and will always be discussed with parents/carers and their views taken into consideration.

M**ovement between stages**

If a pupil fails to make adequate progress despite the additional support whilst at Universal Provision level, over the period of one-two academic terms, then a pupil may move to Targeted Provision level which may involves seeking external support and advice, and may include a pupil requiring more than one type of intervention in order to meet their needs. The school operates a number of effective interventions which are coordinated and led by trained staff. Identified pupils access these interventions on an individual basis or as part of paired work or small group, depending on level of need. Progress is closely monitored in order to evaluate the effectiveness of this input. When pupils make sufficient amount of progress and their intervention comes to an end, pupils will move back down to Universal Provision level.

**Statement / IDP Annual Reviews**

If a child has a statement of special educational needs or an IDP, the school will invite parents and any external agencies to attend an annual review of the Statement/ IDP. The purpose of this review is to ensure all legal documentation details are up to date and accurate and also to discuss progress against objectives. It is also an opportunity to consider and plan for transition from one phase of the school to another or for life after school. The careers service will be invited to annual reviews from Year 9-Year 11. This review follows a person centered approach where the individual’s views are at the heart of the meeting alongside all others present. As we move mandatory year groups across to the new code of practice, there will be a period of time where Statements will be moved across to IDPs. An IDP may be maintained by the school or the LEA depending on the severity of the pupils need and the level of provision they require. Any new statutory assessment requests will now follow the new ALN code of practice and a PCP meeting will be held to identify if a pupil requires an Additional Learning Provision (ALP) and if so and IDP will be written.

**IEP/ OPP reviews**

IEPs are currently phasing out as we transition to the new code of practice. All pupils who require Universal, Targeted or Specific Provision will have a OPP. OPP reviews will take place annually but this working document can be reviewed as regularly as required for the individual pupil. Parent/carers will be encouraged to attend these meetings to ensure their voice is captured within this document. Parents will be sent a copy of their child’s OPP for their records.

When a child is at Targeted Provision level, the intervention lead will add targets to the pupils OPP, similar to those targets seen within an IEP, and these targets will reflect the specific skills that are being supported within interventions. The intervention lead will informally review/update a pupils OPP every term in order to update targets based on progress made within the intervention. The intervention lead will also update advice within the OPP where appropriate so that teaching staff have the most up to date information as to how to support the child in their classroom. Parents will receive communications of these updates.

When a child is at Specific Provision level, they will have a OPP as part of their IDP and their OPP will be reviewed within the Annual Review. Intervention leads will update the pupils OPP with targets and advice based on pupil progress every term and parents will receive communications of these updates.

**Curriculum**

In accordance with ALN code of practice, we at Porth Community School firmly believe that learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible.

The ALNCo alongside other key members of staff will ensure that teacher planning and differentiation caters for the wide range of abilities in class, enabling the pupils to fully participate in their learning.

Pupils’ learning or skill development targets will be shared with relevant staff through the pupils OPP which will be readily available on ClassCharts and Provision Map. Teaching staff will differentiate and plan for supporting pupils in making progress towards their OPP targets and support pupils in capturing evidence of their achievements towards these targets.

**Access to the full life of the School**

All pupils whether they have additional learning needs or not will be involved in the full life of the school. Staff will strive to ensure that inclusion is their priority regarding the following:

* Off site educational visits
* Reward trips
* Sporting opportunities
* After school clubs
* Homework

**Complaints**

Should a parent or carer have a concern about the provision offered or implemented for their child they should in the first instance discuss this with the class/form/subject teacher. If the concern continues then the ALNCo and class/form/subject teacher will liaise and arrange a further meeting with the parent or carer*.*

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of school in line with the Complaint Policy.

**Outside Agencies including Health Service**

Staff are committed to embracing a multi agency approach to meet the needs of our pupils with additional learning needs, in order to deliver the highest quality provision. These include:

* Education - Educational Psychologist. Behaviour Support Team, Specialist Advisor: Hearing/Visual Impairment
* Health - School nurse, CAMHS, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
* Social Services
* Careers Wales

We as a department, are also committed to establishing partnerships and inclusive links with special schools. This will have mutual benefits to both staff and pupils as the school develops its continuum of educational provision. The curriculum expertise of the special school can support mainstream colleagues to ensure effective access to the curriculum for pupils. We aim to work closely with all of our feeder schools in order to build positive relationships with pupils and their families before they join us at Porth Community School. Our ALNCo welcomes an invitation to Annual Reviews of ALN year 5 and 6 pupils who may wish to join PCS in Year 7. We also welcome the opportunity to work collaboratively and share expertise to support the needs of all of our pupils.

**Parents**

Parental engagement features strongly in our vision and as a school we strive to develop robust partnerships, particularly with parents and carers of pupils with additional learning needs.

Parents and carers views are always welcomed and considered when planning appropriate provision for the individual. There will be opportunities to express views during organised meetings throughout the year and staff will also endeavour to arrange mutually convenient appointments should there be any concerns or worries.

We aim to strengthen parental partnerships through termly meetings led by the ALNCo and Assistant alongside other members of staff. These meetings will vary in form, some informal, drop in ‘coffee morning’ type meetings and others more formal, involving external agencies.

**The content of this policy will be updated in August 2024 to reflect the completion of the transition to the new ALN code of practice. We continue to follow the WAG timeframes that state that those pupils who are in Nursery, Year 1, Year 3, Year 5, Year 7 and Year 10 (Academic year 21-22) as well as Year 10 (Academic year 22-23) will all successfully transfer to the new code of practice by August 2023. All other year groups will successfully transfer to the new code of practice by August 2024. Any new referrals of concerns raised to the ALN team, regardless of mandate year, will follow the new code of practice procedures.**