



Additional Learning Needs Policy

Our vision at Dafen Primary School is to provide opportunities for all learners to achieve their full potential in an inclusive, caring and inspiring environment

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a school that respects rights, as well as teaching about children's rights, we also model rights and respect in all our relationships.

	Name	Signature	Date
Chair of Governors	Emyr Brown	<i>E Brown</i>	11/07/24
Head teacher	Michelle Davies	<i>M Davies</i>	11/07/24
Review dates:			

A policy for children with ALN must include the whole school's staff and reflect the principles of Dafen Primary School

Aims of Dafen Primary School ALN Policy

- To identify learners with Additional Learning Needs as quickly as possible, we will ensure that children's needs are identified as early as reasonably possible.
- To provide suitable and appropriate support as soon as possible once the need has been identified.
- To monitor the support provided and adapt if needed.
- To offer ALN learners a full, comprehensive and balanced education and to enable them to fulfil the requirements of the curriculum to the best of their ability with the aim of all learners reaching their full potential.
- To promote a child centred organization within the school, i.e. the school's ALNCo will work closely with the Headteacher, Class Teachers and Teaching Assistants;
- To promote a positive relationship with parents/guardians who have children with ALN and to work in partnership with them through holding Person Centred Planning (PCP) meetings and develop Individual Development Plans (IDPs) following meetings
- IDP's will be created for every child identified with ALN
- To seek advice and work closely with outside agencies and experts when appropriate, and to effectively act upon the advice and support given.

The Additional Learning Needs Co-Ordinator (ALNCo) is responsible for organizing and implementing the ALN Policy at Dafen Primary School. They will co-ordinate the educational provision for all learners with ALN, working closely in collaboration with the -

- Headteacher
- Class Teachers
- Teaching Assistants in the Foundation Phase and Key Stage 2
- Outside agencies, e.g. educational psychologists, specialist teachers who visit the school, occupational therapists, etc.

If a learner should or who has already been identified with ALN is accepted at the school, all relevant information will be collected from the persons currently responsible for the learner's management. A PCP meeting will be held with all relevant people to consider the needs of the child and how school will ensure reasonable adjustments are made in order to meet those needs the parents/guardians of the child will be invited into school to meet with the ALNCo, the Class Teacher and the Headteacher, if required.

The school will decide within 15 days if the learner needs an IDP and will then prepare an IDP within the 35 days following the decision.

Recognise, Assess and Provide

Dafen Primary School recognises the importance of early identification of needs based on a robust, holistic approach to assessment. Continuous assessment and monitoring is built into all learning opportunities through teacher assessment. Additionally, we will use the following assessments: -

National Tests in Numeracy - Mathematical Reasoning and Procedural; and Reading. These are held in line with national guidelines. The ALNCo receives individual assessments for each learner from the class teachers. In consultation with teachers and following the National Tests, ALN learners are placed on one of the stages in line with the 'The Additional Learning Needs Code for Wales 2021'. The school also administers further tests for learners, e.g. All Wales Reading Test and contact the LA for advice and further support. The Class Teachers and Teaching Assistants track and monitor learners' progress.

School Organisation

The ALNCo is a member of the SLT and a Class Teacher.

Meetings are held regularly for the ALNCo, Headteacher and Teaching Assistants to discuss progress, new initiatives, and the impact of interventions. Following discussions with the Class Teachers, they prepare a One Page Profile and an IDP which include ALP for each learner that has an ALN. Parents/Guardians receive a copy of the IDP and profile and sign it to show that they agree with the content. The One Page Profiles are kept in each class and are monitored regularly.

The ALNCo is responsible for monitoring group interventions, organising training for Teachers and Teaching Assistants, for tracking the progress of learners on the ALN register (with the class teachers) and modelling good practice.

The curriculum is introduced to all learners on the ALN register in a differentiated method, depending on their respective needs.

The effectiveness of ALN provision at the school is evaluated by the Headteacher, the ALNCo and a representative of the Governing Body who has responsibility for ALN, under the following success criteria-

- The number of learners requiring attention or support
- The needs of learners in line with the Additional Learning Needs Code for Wales 2021, based on school and outside agencies' assessments, namely the Educational Psychologist
- The time given to fulfil those learners' needs and/or progress made by learners
- Staffing the needs - financial obligations/most effective use of grant funding

If a complaint arises from a parent/guardian in relation to any aspect of the ALN Plan, they are and will be required to meet with the Headteacher first to discuss the matter. All complaints are thoroughly investigated in partnership with the ALNCo and the Headteacher. Should the matter require further attention parents will be directed to discuss the matter with the chair of governors/ALN governor.

Staffing Policy and External Partnerships

The school will make every effort to ensure that parents and guardians play an integral part in their child's/ children's development. The school ensures that parents/guardians are happy with all arrangements made to provide special attention which address their child's/children's needs. The school has an open-door policy.

Meetings are held with parents/guardians prior to conducting any formal assessments. The parents/guardians are informed of the stages of progression as the process continues.

Partnerships with Secondary Schools

Prior to starting in Nursery, children identified as having Additional Learning Needs by Health or educational professionals will have a School Entry Planning meeting. This will be attended by parents, pre-school staff, school staff and any external professionals involved in supporting the child. It plans out how all concerned can make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met. All families will be invited to new parent/carer meetings to gather information.

All children and parent/carers will be invited to attend transition sessions to ensure they are familiar with the staff and the setting in advance.

If a child has specific needs, a personalised transition will be organised in addition to existing transition arrangements to their new class within Dafen Primary School.

On moving to secondary school, children in Year 6 with additional learning needs are discussed with the ALNCo at the secondary school once places have been allocated. In liaison with secondary schools a programme of support is organised for children with additional needs. If your child has complex needs, a representative from the secondary school will be invited to attend their Annual Review meeting, usually in the Summer term. The chosen secondary school will ensure transition for the Year 6 learners.

Meetings are held to discuss the provision ALN learners have received in the primary sector. Any reports and relevant information which will help support the learners' further development are transferred to the ALNCo at the relevant secondary school. They are also invited to the annual review meeting in year 5 and subsequently in year 6. In terms of IDP children moving from Dafen Primary to the relevant secondary the ALNCo will prepare the transition of the IDP with the ALNCo in the secondary school and discuss the opportunity to access any relevant additional learning provision that is available at the transitioning school.

In cases of ALN learners moving from Dafen Primary to Local Authority allocated specialist provision Special School or ALN Unit, arrangements are made between LA ALN agencies and parents/guardians of the learners prior to any transfer happening.

Our school works collaboratively with the Health Service and the Education Welfare Service on cases relevant to the nature of the learner.

This policy was adopted by the Governing Body on: 11/07/24

Reviewed:

