



**Brynmenyn Primary School
Ysgol Gynradd Brynmenyn**



**Brynmenyn Primary School
Additional Learning Needs Policy
2022/2023**

Head Teacher – Miss K. Jones

Chair of Governors – Mr B. Williams

**Formally adopted by the Governing Body of:
Brynmenyn Primary School on July 7th 2022**

Signed _____ (Chair of GB) _____ (HT)



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Introduction

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's ALN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled and will endeavor to make reasonable adjustments in consultation with the Local Authority to provide for pupils with disabilities.

Aims and Objectives

The aims and objectives of this policy are:

- To identify pupils with ALN as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Definition of Additional Learning Needs

A pupil has 'additional learning needs' if he or she has learning needs that call for additional educational provision to be made over and above what has been already differentiated for within the class.



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Pupils may have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age:
or
- Have a disability which 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.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

- For children two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- Children under two, educational provision of any kind.' (Education Act 1996)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

N.B. Pupils must not be regarded as having learning difficulties solely because their home language is different from what they are being taught.

Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Additional Learning Needs Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of ALN is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's ALN policy;



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- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the ALNCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of ALN provision is effective;
- work closely with the ALNCO and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN;
- inform parents when ALN provision has been made for their child
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Special Needs Co-ordinator (ALNCO)

The ALNCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of ALN throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of LSO's;
- prepare and keep up to date IDPs;
- track the progress of children with ALN;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise termly/annual reviews;



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- meet with outside agencies;
- work with feeder or transition schools;
- annually report to the GB on the success and development of ALN.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of Class Teachers

All class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them;
- deliver the individual programme for each ALN pupil as set out in their IDP;
- develop IDPs for ALN pupils by working closely with the ALNCO and support staff;
- comply with all aspects of this policy;
- undertake appropriate training.

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support ALN pupils;
(See Partnership with Parents)
- to take part in the review of IDPs;
- to attend annual reviews.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;



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- devising their IDP;
- setting learning targets;
- the annual review.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum;
- a curriculum which is differentiated to their needs;
- a range of teaching strategies to meet their needs;
- Individual Development Plans, which set a small number of targets, closely matched to the pupil's needs.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;



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- withdrawal support either individually or in small groups with specialist teachers or Learning Support Assistants;
- outreach support from Bridgend LA Inclusion Service.

Identification and Assessment

Early Identification - We feel it is vital that pupils with ALN are identified at an early stage. Every teacher in this school is responsible for identifying pupils with ALN.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate ALN provision has been made for their child.

Assessment - It is essential that all teachers in the school have the necessary observational skills to identify pupils with ALN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

Graduated Response to Pupils' Needs

Once Initial concerns are raised about an individual child with the ALNCO, class based interventions will be implemented. Pupil progress will be monitored and following a period of intervention and if pupil progress is limited the ALNCO will complete ALN assessments to identify individual pupils ALN needs.

Once pupils have been identified as having ALN the school will intervene through **Early Years Action, Early Years Action Plus, School Action or School Action Plus** as advocated in the ALN Code of Practice for Wales (CoP).

Early Years Action intervention can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils: -



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- make little or no progress;
- work at levels significantly below others of a similar age;
- show persistent emotional / behavioural difficulties;
- have sensory or physical problems which hinders progress;
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The ALNCO will: -

- consult with parents;
- advice and support the class teacher;
- ensure an appropriate IDP is in place;
- ensure relevant background information is in place.

Early Years Action Plus - On review of the IDP, advice and support will be sort from external agencies only if the child has shown no or limited progress.

School Action intervention can be triggered through concern that despite receiving differentiated teaching pupils:

- make little or no progress;
- show difficulty developing literacy or numeracy skills;
- present persistent emotional and behavioural difficulties;
- have sensory or physical problems, which continue despite the use of specialist equipment;
- have communication and/or interaction problems, which continue despite curriculum differentiation.

The ALNCO will consider an appropriate approach such as:

- providing different materials or equipment;
- using extra staff to work closely with the pupil;
- more effective strategies via staff development or training;
- group support;
- devising interventions and monitoring their effectiveness by providing extra adult time;



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- Local Authority support for advice on strategies and equipment or staff training.

An Individual Development Plan will:

- record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs.

IDP reviews should:

- take place termly or at least twice a year;
- record the extent to which targets have been met;
- set new targets, outline new strategies and the provision to be made.

If at an IDP review it is considered the pupil has not progressed then the pupil should move to **School Action Plus**.

School Action Plus intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress;
- are working at National Curriculum levels well below that expected of a child of a similar age;
- still face difficulties in developing literacy and numeracy skills;
- present persistent emotional and behavioural difficulties;
- have sensory or physical problems, which require additional specialist equipment and advice from specialists;
- have communication or interaction problems which prevent the development of social relationships.

A Statutory Assessment may be requested from the Local Authority if the child still remains a cause for concern and a Statement of Special Educational Need will be provided if the Local Authority feels that the child requires provision beyond what the school can offer.

A Statement of Special Educational Need will:

- outline details of the Local Authority's assessment of the child's special educational needs;



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- state the special educational provision which will be made to meet those needs;
- identify the type of school which the Local Authority believes would be appropriate to make such provision;
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference;
- state where the special provision is to be provided otherwise than at school.

The Annual Review will:

- assess the progress of the pupil in relation to the IDP targets;
- review the provision made for the pupil;
- consider ending, continuing or amending the existing Statement;
- set new targets for the following year.

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with ALN will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for ALN in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.



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Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (ALN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Plan and individual professional development needs identified through performance management.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.



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Evaluation and Review

The effectiveness of the **ALN (ALN) provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **ALN (ALN) policy** document is undertaken every year. The **ALN (ALN) policy** is a working document and is kept under constant review.



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