

**Ewloe Green Primary School**  
**Additional Learning Needs Policy**

**Statement of Intent**

This Policy is designed to outline the practices and procedures relating to all pupils in Ewloe Green Primary School who have Additional Learning Needs.

Key documents relating to this policy are

- the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales (2021)

The policy also relates to Ewloe Green School's Dyslexia Friendly Schools Policy, Behaviour Policy and Disability Inclusion Policy, Healthcare Policy and the Equality Act 2010.

**Introduction**

ALN is everybody's business. All staff at Ewloe Green School have a responsibility for ensuring that their learners' needs are identified and provided for.

The definition of additional learning needs (ALN) is set in the Additional Learning Needs Code for Wales (2021) Wales, which defines ALN as the following:

***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.***

A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than in the majority of others of the same age or has a disability for the purpose of the Equality Act 2010, which prevents or hinders him or her from making use of facilities for education or training of the kind generally provided for others in the same age in mainstream, maintained schools.

Additional learning provision as defined in the Additional Learning Needs Code for Wales (2021) is:

***For a person aged 3 or over, education or training provision which is additional to or different from, that made generally for others of the same age.***

All pupils regardless of their ALN should have equal access to a broad and balanced curriculum. Their school experiences should ensure that their wellbeing, social and emotional development is nurtured. We plan carefully to balance this on an individual basis while providing the best quality teaching and learning opportunities to meet individuals educational progress.

Each child will usually, for the greatest part, be taught within his/her peer group. This is discussed on an individual basis and changes are common to meet the needs of the children in the moment. A child may spend some time in small group or 1-1 situations to support them and help them to reach their potential. The child's thoughts and feelings are central to any plans for support.

The school is committed to the early identification and subsequent provision for all children requiring additional help within the school.

Our policy will be to prioritise pupils to give support where the needs are greatest.

## **Objectives**

Our objectives for all pupils are:

- to be happy
- to be literate
- to be numerate
- to have a wide range of communication skills
- to develop effective social skills to enable them to work and play together.
- to develop appropriate behavioural skills and a sense of self-discipline.
- to become more independent as learners as they grow and mature.
- to have opportunities to work with a range of pupils and adults.
- to benefit from suitable resources and appropriate technology to support their strengths and areas of need
- to have a positive attitude towards themselves, their peers, adults around them and their future.

## **Information and Arrangements at Ewloe Green School**

- The Additional Learning Needs Coordinator is Mrs Wilcockson.
- The Governor with responsibility for Additional Needs is Mr Slatter.
- The Principle Learning Advisor for all Flintshire schools is Jeanette Rock.

Ewloe Green School has due regard to the policy and practice of Additional Learning Needs Code for Wales (2021) and ensure all statutory duties are followed.

In real terms the ALNCo will be the first point of contact with external agencies and subsequently liaise with the class teacher.

## **Identification, Provision & Admissions**

Continuous monitoring and assessments and an open ethos to discussing children's progress are central to Ewloe Green. In addition to these daily discussions and information gathering tasks we have some more formal planned monitoring procedures in place.

Regular effective communication with parents is key to us understanding and supporting any child regardless of their age.

Frequent Additional Needs Meetings take place with the ALNCo, Headteacher or Deputy Headteacher, class teacher and the appropriate TA. We discuss children that any of the staff have concerns about. We also discuss any child that is working below expected levels in literacy, math and behaviour, emotional and social development. We have regularly updated data to support this system.

Continuous assessment and progression are provided by teachers termly, to report on the attainment and progress of every child in key areas of development. For children learning to read we assess their phonic reading skills half termly and use this information to ensure they are always in the most helpful reading group. We use all available information to plan actions to support the children. We also use standardised test data. Where outside Agencies are required to support school to explore a child's needs, the relevant referrals are made.

## **Pupils who transfer from another school**

Pupils often transfer into Ewloe Green School at other times during their school journey and again information is sought from their parents about the nature of any additional learning needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make some initial assessments during the first few weeks in their new class.

Parents who wish to transfer their children into Ewloe Green School with a Statement of Special Educational Need or Individual Development Plan already in place will be made known to the Additional Needs Officer at the LA before admission can be granted as the provision under the terms of their statement needs to be arranged.

Ewloe Green School does not operate a policy of selective admission on the basis of academic ability or special educational need.

### **Pre School**

Ewloe Green School operates a policy of early intervention as it is crucial that pupils who have ALN are identified quickly and the most appropriate support put in place to ensure a successful school experience.

When parents visit the school to register their children, they are asked specifically if their child has any additional learning needs, and if so, information about their child's strengths and challenges and interventions from other agencies is gathered.

### **Nursery, Reception and Year 1**

In Nursery, Reception and year 1 no formal testing takes place. When children are in Nursery the children's developmental skills are monitored and assessed internally to school using the progression steps in line with the rest of the school. This baseline allows us to monitor individual progression clearly going forwards in line with the curriculum for Wales. We continue to work with Health Visitors for Nursery children. Once Children start Reception, our support for the health service is via our school nurse.

### **Year 2 and Key Stage 2**

In Year 2 and Upper school, class teachers continue to assess using the Curriculum for Wales and progression steps. All children in Years 2-6 do the National Reading and Maths tests. Pupils will also undertake the Youngs spelling test and NFER reading test along with other useful standardised assessments like the Ravens and BPVS (British Picture Vocabulary Score) to gather information and build a useful profile of that child's skills. The ALNCo uses a toolkit of other assessment resources to gather information about a child's individual needs. Examples are: LSS Literacy Assessment Pack, Maths Recovery Assessment, ASD checklists, ADHD/ADD checklists, SALT Assessment forms, Portage Development Profile, Dyspraxia Checklists.

Any query of need is shared with the appropriate outside professionals when parents are happy for this to happen. We believe that it is best practice to ask the experts in their own fields, for their advice when a child meets criteria to be referred to their service.

### **Organisation of Provision**

Class teachers are responsible for providing differentiated teaching and learning within the classroom, to ensure all pupils have maximum access to the curriculum and any physical or environmental aids that are required. This will be done in a variety of ways that may include modified tasks, additional adult support, use of specific resources and extra time allocation, small group opportunities, 1-1 interventions. Appropriate teaching strategies are adopted on an individual basis to provide support across the whole curriculum.

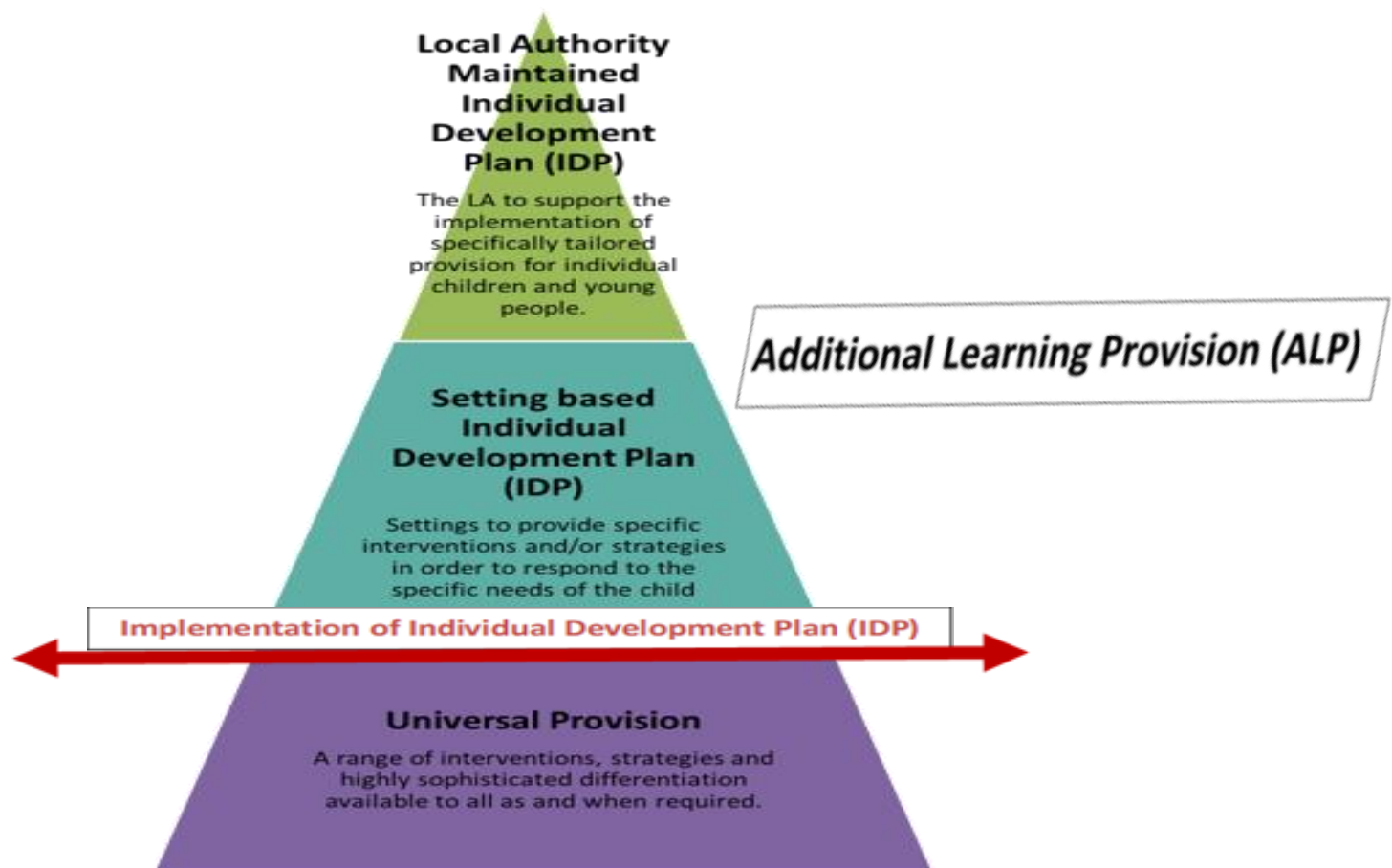
IEPs are reviewed termly. IDPs must be reviewed within 1 year, or sooner if this is felt helpful for the child. Pupils are monitored carefully and progress measured to their individual targets.

Some children may attend small group teaching groups for specific lessons or skills development. These provide an opportunity for focus on an area of learning at a level most helpful for the individuals. This maybe for literacy, numeracy, emotional development or social communication skills development to name a few. They also provide a quieter and more focused learning environment for pupils to concentrate and encourage greater interaction between the child and the teacher and a focus on wellbeing. The child's feelings about these groups are crucial to their success. Our experience tells us that most children who are in our small group provisions love being a part of them. A few children may require 1-1 adult support. For these children the school seek advice and support from the LA to ensure the child is getting the very best support that is available for them.

We will discuss our thoughts with parents at the earliest opportunity, should any adult suggest that they feel a child has ALN. We have a timeline to follow in assessing and making a decision on whether a child has ALN or not. We work in partnership with parents to establish the strengths and areas of need for the child during this process. Identifying things that work well for the child and things that are not working well, from the child's, family and school perspective is vital to the information gathering process.

Provision may be at 3 different levels. Most children's needs will be met via the school's universal provision. Some will be identified as having Additional Learning Needs and therefore will require Additional Learning Provision and an IDP. Some children have IEPs under the old SEN system. These will cease for everyone in line with LA guidance. The child will either transfer to the new ALN system if they are identified to have ALN as per the Code for Wales (2021), or their needs will be met by Ewloe Green School's universal provision.

In most cases IDPs are written and maintained by Ewloe Green School where we can arrange for effective support to meet the child's needs. A few children will require the LA to maintain their IDP to ensure they get the educational placement and significant support they require.



It is for those children who are identified to have ALN that will have an IDP carefully planned. The child, the family, the school staff and any outside professionals in the child's life will all be encouraged to be equal contributors to the child's IDP.

The school also encourages multi-agency working and values the services of other professionals to offer advice and assessments.

The school works with the NHS Trusts and Health Authority which includes the School Nurse/Doctor, Health visitors, CAMHS, Speech and Language Therapists, Physiotherapists and Clinical Psychologists and Occupational Therapists. We also work with some voluntary organisations who are often identified via the Early Help Hub.

Within Education and as required, the school draws upon the services of the Advisory Teacher for Hearing Impaired, the Advisory Teacher for the Visually Impaired, the school's LA Inclusion Learning Advisor, the Educational Psychologist, the LA Behaviour Support Service, EAL (English as an Additional Language), Traveller Support Service, Inclusion Welfare Officer and Social Services.

### **The ALNCO's Role and duties as per the ALN Code for Wales (2021):**

- The ALNCO is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met.
- They should be actively involved in decisions around budgets and resources to help plan appropriate provision.
- They are not expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning

support staff can aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

- Has overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP.
- They must secure relevant services that will support a pupil or student's ALP as required.
- They must keep records of decisions about ALN and IDPs
- They must promote a pupil or student's inclusion in the school
- They must monitor the effectiveness of any ALP.
- They must advise teachers at the school about differentiated teaching methods appropriate for individual pupils or students with ALN.
- They must supervise and arrange for the training of learning support workers who work with pupils or students with ALN.
- They must contribute to in-service training for teachers at the school to assist the ALNCo in carrying out their roles and duties
- They must ensure IDPs are developed and reviewed appropriately
- They oversee the appropriate transfer of information between education settings about the learner's ALN and ALP
- They contribute to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN
- They become a source of expertise on ALN by developing specialist skills and knowledge keeping up-to-date on the latest guidance and support available for ALN
- They enhance their own professional learning by liaising with the local network of ALNCoS
- They ensure the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date record in respect of ALN
- They provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN
- They ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate
- They act as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc
- They work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities

### **The Governing Body will:**

- Do its best to ensure that the necessary provision is made for any pupil who has Additional Learning Needs
- Ensure that, where the 'responsible person' has been informed by the LA that a pupil has additional needs, those needs are made known to all who are likely to teach them. In Ewloe Green School, the 'responsible person' is the Headteacher
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional needs
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated additional needs provision in the area as a whole
- Ensure that a pupil with additional needs joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the additional provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report annually to parents on the implementation of the school's policy for pupils with additional needs

- Ensure that parents are notified of a decision by the school that ALN provision is being made for their child
- Have regard to this Code of Practice when carrying out its duties toward all pupils with additional needs.

### **Headteachers Role.**

- Ensure that the school adheres to all statutory guidance
- Enables staff to fulfil their duties to meet the needs of any pupils with ALN

### **Staff Training**

In-house training is undertaken by the ALNCO. Other staff who attend additional courses or training give feedback to teachers during staff meetings. This is helpful to ensure that all staff receive the same up to date messages in order to best support pupils with ALN. Staff have had training to ensure that teaching is inclusive for children with ALN. Time IS allocated to meet with new staff to ensure that they are aware of appropriate practice and pupil information. They will be shown the individual plans for the children that receive additional learning provision.

Professional development courses relating to Additional Needs may be provided by the LA or other external agencies.

The school takes part regularly in LA training initiatives.

### **Partnership with Parents**

At Ewloe Green School we value our parents as the people who know their children the best and as an important support network to help children to reach their potential.

We ensure positive relationships with parents and carers, welcoming them to meetings and ensuring that they are able to contact their child's teacher or ALNCo as the need arises. Frequent unofficial discussions take place at drop off and pick up times and these are highly valued by parents who need to know that their concerns are understood and be reassured.

We understand that parents have concerns regarding ALN and specifically the needs of their own child. By ensuring bespoke relationships and communication based upon the specific needs, gives a special bond to the parent-school partnership.

Support for parents to learn more about ALN and to receive training are regularly placed onto the school website. Parents are regularly sign-posted to these.

A key part of the ALNCO role is advisory and parents can be put in touch with services who can offer them support for example, when a pupil needs specialist support to meet emotional or mental health needs.

Parents are encouraged to become actively involved in their child's learning process with a wide variety of staff appropriate for their child.

Parents are invited termly to Parents' Evenings where the child's needs are discussed with class teacher.

The ALNCO and staff in the ALN Team meet regularly with parents as appropriate to meet individual needs.

Parents are made aware of their child's movement through the ALN Code for Wales (2021) and are encouraged to share their views at each stage.

Parents are invited to attend IDP reviews and Person-Centered Meetings to plan, monitor and review their child's progress and next steps.

Parental permission is sought prior to a formal assessment by an external agency.

Parents are made aware of the SNAP Cymru support network.

### **Resources**

The ALNCO works with every class teacher and a team of Teaching Assistants to provide additional support throughout the school.

The ALNCO seeks advice and support from a wide variety of outside services and organisations.

The ALN Team regularly attend training to ensure we are able to have the maximum impact on children's development.

Ewloe Green School has been adapted to ensure ramped access for wheelchairs and walking frames. This includes access to the main reception entrance, the Year 6 entrance, the infant corridor, the Year 3 classroom and both mobile classrooms. The Forest School area is also accessible.

Within the building there is an accessible toilet and changing facilities.

All classrooms have access to iPads or Chrome Books. These can be allocated to individuals to support their learning when appropriate.

Individual adapted resources are available to support pupils with accessing the curriculum on an individual basis e.g. writing slopes, Finger grip pencils/pens etc

### **Liaison with High Schools**

Children with ALN usually enjoy enhanced transition opportunities with their high school in the summer term of year 6. Staff share all helpful information regarding the child's ALN and how best to support them. Parents are encouraged to contact the high school to discuss any queries or concerns they have.

### **Complaints**

If there are any areas where parents feel they need to complain, they should follow the School's Complaints Procedure.

### **Evaluating the AN Policy**

The ALN policy at Ewloe Green School is continuously under review in the following ways:

- Ongoing discussions amongst all staff with regard to the provision arrangements for AN within the school.
- Regular meetings between the ALNCo and class teachers to discuss pupil progress and areas of concern.
- SIMS ALN information is shared annually to the LA.
- Regular reviews with staff of their professional development needs and in-service training opportunities
- Development of successful and positive partnerships with outside agencies.
- Constructive discussions with parents through open evenings and ALN meetings.
- Regular contact with LA ALN professionals, including termly ALNCo forum attendance and discussions with the school's LA ALN learning advisor.
- Detailed and measurable plans for pupils with ALN which are regularly reviewed.
- Recording and assessment systems that are meaningful and manageable.
- The ALNCo, with the Governor responsible for ALN, reports annually to the Governing Body on the implementation of this policy.

**This Policy was agreed: Spring Term 2025**

**Policy review: 2028 (or sooner if there are any significant changes to the New Code of Practice)**

Signed (Chair of Governors)

Date:

Signed (Headteacher)

Date: