



Ysgol Bryn Deva

Additional Learning Needs Policy

Date	Review Date	Additional learning Needs Co-ordinator	Nominated Governor
30.04.2024	30.04.2027	Sophie Henney	Jane Oliver

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Data Protection Act 2018
- Education Act 1996 England
- Education Act 2002
- Mental Capacity Act 2005
- Education Act 2011
- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- Rights of Children and Young Persons (Wales) Measure 2011 which encompasses the United Nations Convention on the Rights of the Child.
- Human Rights Act 1998
- Equality Act 2010
- Modern Slavery Act 2015
- Violence Against Women and Sexual Violence (Wales) Act 2015
- Counter Terrorism and Security Act 2015
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales (2021)
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

The following documentation is also related to this policy:

- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Human Rights in the Curriculum for Wales
- Keeping learners safe (2021)
- Social services and wellbeing (Wales) act 2014

We are aware that the Brexit transition period ended on 31 December 2020 and, therefore, UK organisations that process personal data must now comply with the:

- DPA (Data Protection Act) 2018 and UK GDPR (General Data Protection Regulation) if they process only domestic personal data;



Ysgol Bryn Deva

DPA 2018 and UK GDPR, and the EU GDPR if they process domestic personal data and offer goods and services to, or monitor the behaviour of, EU residents.

We have a duty to provide appropriate ALN provision for children and young people in order to meet their needs. It is also our duty to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if ALN provision is made for them. We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We use the definition of additional learning needs (ALN) from the Additional learning needs code of practice (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.

As a school we define additional learning provision as taken from the additional learning needs code of practice (2021)

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

When organising additional learning provision, it is very important that we provide children with additional learning needs and disabilities a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with ALN should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with ALN by providing structured training on a variety of ALN issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with ALN within the classroom.



Ysgol Bryn Deva

We are aware that depending upon their age and understanding we must discuss with pupils with ALN any decision that might affect them and can request, alongside their parents/carers, to be considered ALN and for us as a school to provide evidence to support or decline the need for an individual development plan. (IDP)

It is our intent 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. Should learners not meet the criteria for ALN or an IDP, we, as a school, will provide targeted provision which caters for individual needs, within the following areas of learning and development.

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

All learners with ALN, will be provided with an Individual development plan (IDP) and the additional learning provision will be stated within this. Learners on targeted provision will have provision maps to support, copies of these provision maps can be found on our website www.bryndeva.co.uk

We strongly endorse both the Equality Act 2010 by ensuring that all applications to this school from parents of children who have ALN will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that children with ALN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other children as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference and our vision of developing hearts and minds to learn together forever embeds our inclusive ethos.

We recognise the ALN Code of Practice 2021 is clear that ALN is everybody's responsibility that is headteachers, teachers, governors and other stake holders.

We ensure that every teacher is a teacher of ALN and should not rely on the ALNCo or a teaching assistant to be responsible for pupils with ALN. Teachers are responsible for the progress and attainment of every pupil in their class.

We ensure the ALNCo coordinates provision and is a source of more specialist advice and guidance. Whereas the ALN governor ensures that ALN remains a strategic priority.

We support the aims of the Children and Families Act 2014 to ensure that services consistently place learners with ALN and their families at the centre of the decision-making process.



Ysgol Bryn Deva

We have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their ALN

We believe for ALN provision to be effective it is important that we ensure the responsibility for ALN is shared equally among the ALNCo, headteacher, senior leaders, teachers, parents/carers and governors.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

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.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.



Ysgol Bryn Deva

Aims and Objectives

We aim:

- To have due regard to the Additional learning needs Code Wales 2021
- To identify pupils with additional learning needs and disabilities 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 have high ambitions and expectations for pupils with special educational needs and disabilities.
- 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.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Additional learning Needs Co-ordinator;
- responsibility for ensuring the Additional learning Needs Co-ordinator
- responsibility for ensuring the Additional learning Needs Co-ordinator is allocated time to undertake the demanding role of ALNCO;
- 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 special educational needs is of a high standard;
- responsibility for ensuring pupils with ALN have access to all activities;
- responsibility for ensuring pupils with ALN have access to all school facilities;
- due regard to comply with the ALN Code 2021 when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose IDP (individual development plan) names the school;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;



Ysgol Bryn Deva

- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with 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;
- ensure the responsibility for ALN is shared equally among the ALNCO, headteacher, senior leaders, teachers, parents/carers and governors;
- ensure that every teacher is a teacher of ALN and do not rely on the ALNCO or a teaching assistant to be responsible for pupils with ALN;
- ensure that teachers are responsible for the progress and attainment of every pupil in their class;
- work closely with the ALNCO, the link governor and the teaching and support staff;
- ensure the ALNCO coordinates provision and is a source of more specialist advice and guidance;
- ensure the ALNCO has an appropriate allocation of time to undertake their role;
- regularly review the workload of the ALNCO in order to free up more time for the ALNCO to concentrate on the most important aspects of their role;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with ALN;
- have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their ALN;
- inform parents when ALN provision has been made for their child, through provision maps;
- be responsible for supervising the IDP and annual review process for pupils with ALN;
- ensure all pupil records are sent to and received by schools that pupils with ALN transfer to;
- monitor the quality of teaching for pupils with ALN;
- monitor the progress made by pupils with ALN;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having ALN as part of the Local Offer;



Ysgol Bryn Deva

▪ organise a series of safeguarding and child protection workshops to ensure parents are aware of:

- Keeping Learners Safe
- Social Services and wellbeing act Wales
- the Safeguarding and Child Protection policy
- safeguarding procedures in place;
- all safeguarding policies;
- their role in safeguarding and child protection

- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:

- pupils with ALN are making sufficient progress appropriate to their ability
- school personnel have high expectations of pupils with ALN
- appropriate provision is in place
- differentiation is put into practice
- the pupil tracking system is effective

- annually report to the Governing Body on the success and development of this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have ALN or are disabled, including those who do not have IDPs. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Additional learning Needs Co-ordinator

The ALNCO will:

- ensure the detailed implementation of support for children with ALN;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with ALN;
- work with the Headteacher to oversee the day to day provision for pupils with ALN within the school including those with individual development plans;
- ask the Local Authority, if necessary, to conduct an individual development assessment for a child with the parents' permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;



Ysgol Bryn Deva

- organise in-house and external support for a pupil with ALN;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with ALN have full access to the curriculum;
- ensure pupils with ALN are included in all school activities and events;
- ensure pupils with ALN take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with ALN so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of ALN throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of learning support assistants
- prepare and keep up to date Individual Developmental Plans (IDPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with ALN;
- maintain records of all children with ALN;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the annual Report to governors and parents;
- review and monitor;
- annually report to the Governing Body on the success and development of ALN.

Role of Class Teachers

Class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with ALN;
- be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them;
- work closely with the ALNCO;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the ALNCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each ALN pupil;
- include pupils with ALN in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the ALNCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with ALN to update them of the progress of their children;



Ysgol Bryn Deva

- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require.

Role of Teaching Assistants

Teaching Assistants will:

- work closely with the ALNCO and class teachers;
- provide support for individual or groups of pupils with ALN;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress through provision maps;
- provide feedback to teachers and the ALNCO;
- attend appropriate training;
- suggest training needs.

Role and Rights of Parents

We encourage parents to:

- work closely with the school in order to develop a partnership that will support additional learning needs
- be aware of their child's targets and their progress towards them;
- take part in the review of IDPs;
- attend and take part in annual reviews;
- consider requesting an Individual Developmental Plan;
- be aware of the Local Authority's Information, Advice and Support Service.

Role and Rights of Pupils

We encourage pupils with additional learning needs to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review

Graduated approach

We feel it is vital that pupils with additional learning needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with additional learning needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.



Ysgol Bryn Deva

We will adopt a graduated approach coordinated by the ALNCO and using the universal, targeted and individual development plan, as recommended in the Additional Learning Needs Code for Wales 2021

Parents will be kept well informed of and involved in all stages.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual development plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under ALN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any ALN support provided

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;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with ALN into all school activities;



Ysgol Bryn Deva

- monitor the number of extra-curricular activities that they take part in.

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 special educational needs 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 additional learning needs 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.

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

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Complaints Procedure

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

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Headteacher reports to the Governing Body;
- Email
- Social media:
 - Twitter
 - Schoop
 - SeeSaw



Ysgol Bryn Deva

- Annual report to parents;

Training

We ensure:

- all school personnel:
 - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - are aware of the following linked policies:
 - Assessment
 - Complaints Procedure
 - Curriculum
 - Differentiation
 - Disability Equality Scheme and Disability Accessibility Plan for Pupils
 - Inclusion
 - Pupil Behaviour and Discipline
 - Safeguarding and Child Protection
 - Teaching and Learning
- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- all school personnel understand and undertake their role in safeguarding and child protection effectively

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.



Ysgol Bryn Deva

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admissions
- Assessment
- Complaints Procedure
- Curriculum rationale
- Disability Equality Scheme and Disability Accessibility Plan for Pupils
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;



Ysgol Bryn Deva

- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

Headteacher:		Date:	
Chair of Governing Body:		Date:	