



BRYN CELYNNOG

Comprehensive School

Nurturing Success

**ADDITIONAL LEARNING NEEDS
POLICY**

**LAST APPROVED BY GOVERNORS: MARCH
2024**

DATE FOR REVIEW: MARCH 2025

BRYN CELYNNOG COMPREHENSIVE SCHOOL

ADDITIONAL LEARNING NEEDS POLICY

Philosophy

At Bryn Celynnog, it is our belief that all students, irrespective of their additional learning needs (ALN) or disabilities, will benefit from education and social inclusion. The school promotes inclusion and aims to overcome any barriers that hinder progress in students learning.

Introduction

This Additional Learning Needs (ALN) policy details how Bryn Celynnog, including the Learning Support Class (LSC) for ASD and the Social Emotional Behaviour (SEBD) step 4 provision, will endeavour to ensure that the necessary provision is made for students with additional learning needs, and that those needs are shared with all who are likely to teach and support them.

Bryn Celynnog will strive to ensure that staff are able to identify and provide reasonable adjustments for those students who have additional learning needs. This will allow students with additional learning needs to participate in school activities with those who do not have needs, so far as is reasonably practical and compatible with the child receiving the provision.

The staff and governors of the school will endeavour to ensure that all ALN students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support staff in providing positive whole school approaches towards the learning, progress and achievement of ALN students. All teachers are expected to be successful teachers of ALN students and, as such, teaching and supporting our ALN students is a whole school responsibility, requiring a whole school response.

Meeting the needs of ALN students requires partnership working between all those involved, to include the Local Authority, school, parents/carers, students, children's services and all other relevant external agencies. The school is committed to welcoming all students. Reasonable adjustments will be made where necessary, and as far as possible, to enable all students for whom the school is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental Principles

The school aims to ensure that

- All staff have a responsibility for ALN students and all teachers are teachers of students with ALN.
- Teachers are aware of the importance of early identification and of providing for ALN students whom they teach;
- ALN students will have their needs met;
- Students' views will be encouraged at all stages of their education and at all stages of the Code of Practice 2021. A Person Centred Approach (PCP) to all need's investigation and graduated response.

- Partnership with parents/carers will play a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents/carers through the process of transition and adjustment;
- ALN students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways;
- ALN students have full access to all school activities so far as it is reasonably practical and relates to the individual student's needs;
- We work in partnership with external agencies to meet the needs of the student;
- There is a smooth transition at every stage for the student;
- All procedures for ALN students should promote and encourage inclusion, not segregation;
- Students should not be disadvantaged except under extreme circumstances where not to do so would disadvantage the individual student.

Legislative Framework

This Additional Learning Needs Policy is governed and informed by the statutory framework set out in:

- The Education Act 1996;
- The ALN code of practice 2001;
- The Education Act 2002;
- The Education and Inspections Act 2006;
- The Education and skills Act 2006;
- The Equality Act 2010;
- Additional Learning Needs and Education Tribunal (Wales) Act 2021.

Outcomes

The school plays an important part in assisting the personal and social development of students as they mature, and is committed to achieving the following outcomes from this policy in line with the Bryn Celynnog's aim of Nurturing Success:

- Students have high expectations of themselves;
- Students develop a set of values to include honesty, tolerance, resilience, respect, responsibility, ambition, equity, self-discipline, and self-esteem;
- Students who are able to develop sensitive relationships, both within the school community and in their lives outside the school;
- A whole school inclusive approach to ALN that gives all students access to a broad, balanced and relevant curriculum.

ALN Staff

Kelly Phillips is the School's ALN Co-ordinator (ALNCO) and Danielle Lewis, Assistant ALNCO. Both have responsibility for the day-to-day operation of Bryn Celynnog's ALN Policy.

Caroline Joy is Lead Teacher of the Learning Support Class, line managed by Ms D Baldock.

Kelly Phillips leads the school's Step 4 SEBD provision and has responsibility for the management of the staff and students.

Child Looked After (CLA) responsibility with Kelly Phillips

Support Staff:

Learning Support Class ASD: 7 support staff - Line Manager: Rhys Gardiner

SEBD Step 4: 2 support staff – Line Manager: Kelly Phillips

Mainstream ALN: 10 Learning Support Assistants – Line Manager: Kelly Phillips

Behaviour Support: 1 member of support staff part time (Kevin Jones) – Line Manager: Kelly Phillips

ALN Literacy Support: 1 member of support staff part time (Serena Lewis) – Line Manager: Kelly Phillips

Emotional Wellbeing Mentor and CLA Coach: 1 member of staff full time (Pauline Harrison) – Line Manager: Kelly Phillips

External Support:

Specialist Support Staff attend Bryn Celynnog to provide support as part of the graduated response to meet student need upon referral

- Behaviour Support Service
- Educational Psychology
- Learning Support – HI/VI/ASD/Phys Med/SALT/EAL/Sensory Impairment
- CLA Support

Procedure – Identification, Assessment and Graduated Response

In order to support students who have additional learning needs the school adopts a graduated response to needs that includes a wide range of strategies and provisions. Although the response recognises the continuity of additional learning needs, it makes full use of available classroom, school and specialist expertise to meet the student's needs.

The local authority Access and Inclusion Services have implemented detailed process maps to meet the requirements of the ALN Code of Practice 2021.

Referral to ALN

Bryn Celynnog has a referral document for Heads of Learning to complete and refer to the ALNCO for investigation. This is the first step of the process in identifying if a student will require a PCP meeting to determine if a student has ALN or No ALN (NALN). (Appendix 1)

The ALNCO will assess the provision in place to determine which category the student will be placed in on the Provision Map. If, ALN status has been granted then Additional Learning Provision (ALP) will be required. The ALP will be categorised into the following:

Universal Provision – Learning environments are tailored to meet the needs of all children and young people, so they are able to make progress in learning and wellbeing.

Targeted Provision – Professionals working with the child or young person have appropriate knowledge and skills to monitor the specific needs. They can act accordingly if additional support is required.

Specialist Provision/External Agency Support – The child or young person has a complex need which means in order to meet need and make progress, specialised provision is required.

Individual Development Plan (IDP) - An IDP will be written for those students identified as having Additional Learning Needs. There is a Process Map (Appendix 2) with time scales for the ALNCO to adhere to. The IDP will map out individual provision in line with progress in each provision category above. If progress is observed during reviews of the IDP, students will move to school based Targeted Provision and the ALN removed. If no progress is observed with school-based provision and the support of external referrals, then they will progress to Specialist Provision and will require a Local Authority based IDP.

Local Authority Individual Development Plan - In a very few cases, if a young person continues to demonstrate significant cause for concern despite Specialist Provisions implemented, a request may be made to the Local Authority for them to write and manage the IDP.

This will decide the nature of the provision necessary to meet the young person's ALN. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Specialist Placement Panel.

The student will have demonstrated significant cause for concern and the school will provide written evidence in a referral through the Portal system detailing:

- The school's action through School Action and School Action Plus (based on the previous code of practice);
- Individual education plans for the student;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- National Curriculum levels attainments in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist;
- Views of the parents and of the student; and involvement of other professionals for example involvement by the social services or Educational Psychology.

Please see appendix 3 for Bryn Celynnog's Provision Map functioning system.

Admissions

All students are admitted to Bryn Celynnog by negotiation with the local authority. All 'out of catchment' students with Additional Learning Needs are admitted to the school in accordance with the Local Authority's Admissions Policy. The ALNCO will attend all admissions meetings for students with ALN.

Students accessing the LSC for ASD, can only be admitted through RCT Access and Inclusion Services.

Curriculum Access

The allocation of resources to support students within Bryn Celynnog with ALN is as LA policy and direction of funding.

Students in the LSC for ASD are taught in small groups, mainly by staff who are specifically trained in meeting the needs of students with ALN. Students are integrated into the mainstream curriculum lessons on a planned individualised timetable.

ALN Students in mainstream have access to a full curriculum. In each year group there are ALN specific classes that differentiate the curriculum to meet the needs of learners.

Inclusion

Students attached to the LSC are integrated within their peer groups during lessons and unstructured time.

Additional provision is made for students acquiring extra literacy and numeracy support with our Skills team. ALN students also have provision in place for basic skill functioning within the ALN staff team.

Students' social and emotional needs are met through various interventions such as ELSA, Dog Therapy, Flourish Project, Drawing and Talking.

Classcharts and Provision Mapping software packages are used to disseminate information to staff consistently.

All ALN students are invited to an annual or transition review meeting. Parents are also encouraged through close communications with ALNCo/Teaching Assistants to involve themselves in the education of their children on a regular basis. Classcharts communication is used to liaise with both parents and students.

Students are encouraged to work to their full potential and fully participate in all aspects of school life.

Close links exist with all feeder primaries and the specialist ALN provision in Rhondda Cynon Taf and neighbouring authorities. Cluster consultations are used to share information and good practice. Transition Profiles are key to gain knowledge of a student's ALN.

In the event of any complaint regarding ALN, contact should be made in the first instance with Mrs Phillips, ALNCo and Miss Lewis, Assistant ALNCo.

ALN training forms an important part of the school's continuing professional development programme for the whole school to include subject departments, faculties, support staff and ALN staff.

The school makes regular use of, and works closely with, external agencies such as the school's Educational Welfare Officer, RCT Learner Support Service, Educational Psychology Service, the School Medical Officer, Social Services, the Speech and Language Service, Hearing and Visual Impaired Services, Behaviour Support Service, ALN Careers Wales Service.

The school recognises the importance of working closely with the parents and carers of students with ALN and the partnership involved. Parents are encouraged to contact the school at any time to discuss their child's progress or any concerns.

The School has regular contact with post 16 provisions to ensure that its students make a smooth transition into the next phase of their education.

Students' progress is regularly reviewed in line with the Code of Practice.

Student Voice

Statemented students (previous code) and IDP students are invited to submit their views in writing as part of their annual review process, as well as to attend the review itself. Students contribute to the setting of their own targets and strategies through the Person-Centred Practice approach.

At regular intervals throughout the year, ALN students are encouraged to complete a Student Voice session.

Evaluating the success of the ALN policy

The following procedures provide evaluative points for assessing the effectiveness of this ALN policy

ALN Departmental meetings and minutes;

Student assessments for review meetings;

Student and parents/carers views relating to the statutory review of statemented/IDP need;

Evaluation of IDPs;

Value added assessment data collated from the external examination procedure;

Internal teacher assessment collated within the Review process;

Attendance of LA ALNCO meetings; and

Parents/carers voice via Parent/Carer Forum meetings.

Due to the infancy of the new ALN Code of Practice 2021, Mrs Phillips will make further updated recommendations regarding this policy to the Governing Body.

Appendix 1: ALN referral Document

ALN Referral Form.

If you have a concern about a pupil and are querying ALN or would like to investigate further additional provision, please complete this form. If after thorough investigation you believe the student is not making good progress from baseline, please provide as much evidence as you can within this form. This information could be used to start the process for External Agency support or Additional Learning Provision through an Individual Development Plan. Please return the form to KP.





Pupil Details			
Name			
D.O.B		Age	
Year Group		Staff Referring	
Current status: ALN / Statement			
Known Interventions Accessed (Literacy/Numeracy/ELSA)			
Known External Agency Involvement (Educational Psychology/Social Services/Resilient Families/LEA Specialist Teacher/Medical)			


Area of Concern														
Beh Sup		HI/ VI		PD/ MED		EAL		SpLD		Sp/ Lang		ASD		Ed Psych
Details of ALN Concern														

<p>What do you hope to get out of this referral?</p>	
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Please give as much information about the ALP (Additional Learning Provision) you are/have provided for the pupil and evaluate this using the 4+1 Question tool below. Include all differentiation and curriculum modifications as well as any other provision you are providing to support their learning.

4 + 1 Questions

<p><i>What have we tried?</i></p> 	<p><i>What have we learned?</i></p> 
<p><i>What are we pleased about?</i></p> 	<p><i>What are we concerned about?</i></p> 



Intervention Referral Request

Please highlight the reasons for the referral.

Learning	Social and emotional	Behavioural	Other
<ul style="list-style-type: none"> ▪ Lacking confidence ▪ Passive learner ▪ Falling behind ▪ Gaps in learning ▪ Struggles working independently ▪ Struggles following instructions ▪ Lack of concentration ▪ Struggles to understanding what is expected ▪ Cultural/language misunderstandings ▪ Struggles starting work / Staying on task ▪ Lacking motivation ▪ Struggles to complete work 	<ul style="list-style-type: none"> ▪ Low self-esteem/confidence ▪ Struggles managing strong feelings ▪ Withdrawn ▪ Playground issues ▪ Friendship issues ▪ Clash between home and peer culture ▪ Poor social skills ▪ Peer pressure ▪ Disengaged from the class ▪ Struggles working in a group ▪ Difficulties in relationships with peers ▪ Difficulties in relationships with adults ▪ Lacking resilience ▪ High Level of anxiety ▪ Unhappy Confused Fearful 	<ul style="list-style-type: none"> ▪ Disruptive, Disturbing others ▪ Angry, Aggressive Frustrated ▪ Bullying issues ▪ Disputes with adults ▪ Difficulties in participating ▪ Substance abuse ▪ Disputes with peers ▪ Attention Seeking 	<ul style="list-style-type: none"> ▪ Difficulty in settling into school ▪ Health & Welfare Issues, teenage pregnancy ▪ Attendance / punctuality ▪ Risk of exclusion or criminal activity ▪ Loss, bereavement, trauma ▪ Transfer between school ▪ Personal transitions: family issues, LAC, young carer, parental mental health, living alone ▪ Have a concern about a child but not quite sure why.

Intervention Request (Please Highlight)
<ul style="list-style-type: none"> ▪ Lunchtime Nurture Group ▪ New Heights/Rainbow Readers ▪ ELSA ▪ Lego Therapy

- Drawing and Talking
- Lesson Observation
- Emotion Coaching
- In class support to deliver materials
- Precision Teaching
- Touch Typing
- SNIP – Spelling Intervention

Pupil Data

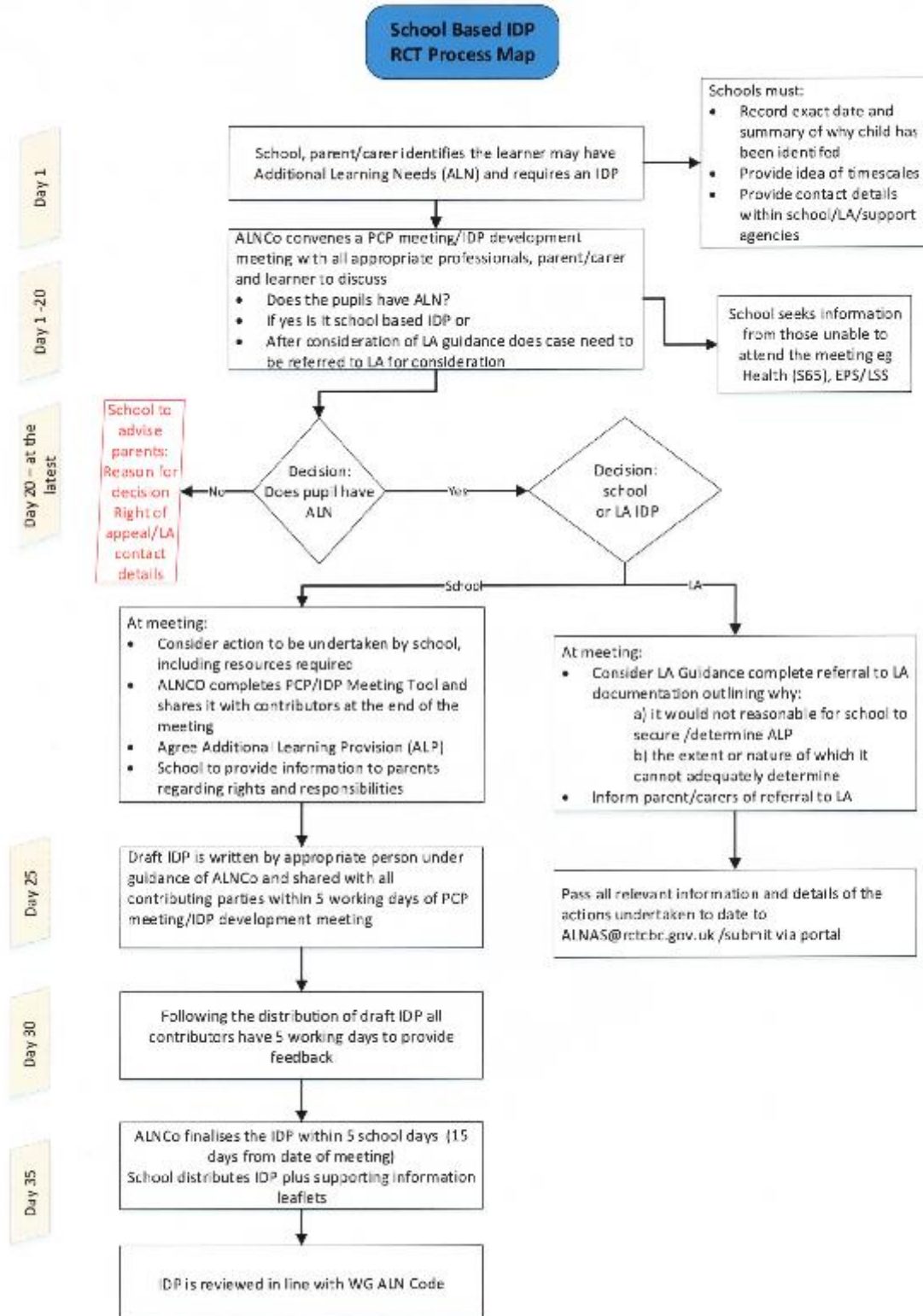
Assessment Used	Date of Assessment	Chronological Age	Standardised Score	Age Equivalent Score

Any Other Relevant Information

ALNCo Notes

Date Received:

Appendix 2: IDP Process Map



Appendix 3: Bryn Celynnog Provision Map

