



Borrás Park **Primary School**

Borrás Park **Community Primary School** **Additional Learning Needs Policy**

Signed: _____ Chair of the Governing Body

Date agreed:

Proposed review date:

Accessible Formats

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact Borrás Park Community Primary School (01978 346890).

Introduction

At Borrass Park Primary School the child is at the centre of everything we do. We pride ourselves on the inclusive nature of our school and we work with families to achieve the best outcomes for their child, recognising the importance of a strong partnership between home and school.

We ensure the needs of all learners are met through high quality teaching and effective differentiation, and where necessary, appropriate and reasonable adjustments are made to enable access for all to the learning and school environment so they can reach their maximum potential.

Ethos

- Every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
- All children and young people are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.
- We aim to promote and sustain a whole school approach to wellbeing, which gives recognition to the strong links between wellbeing and outcomes for our children and young people.
- We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.
- We are committed to promoting and providing all children and young people with a person-centred education, paying attention to what is important to and what is important for them.
- We are committed to ensuring the rights of the child in accordance with the United Nations Convention on the Rights of the Child.
- We are committed to the successful inclusion of pupils with Additional Learning Needs (ALN). Within our school, every teacher is a teacher of all pupils, including those with any Additional Learning Needs (ALN).

Definition of ALN

At our school we use the definition of ALN from the Code

Additional learning needs

(1) 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.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Aims and Objectives

As a school, we will;

- develop effective whole school provision for children and young people in all areas of need;
- take into account the views, wishes and feelings of children and young people and ensure their full participation where possible;
- recognise the views of parents/carers to ensure they are fully engaged in decision making;
- ensure a clear process for identifying, assessing, planning, providing and reviewing for children and young people who have ALN with them and their parents/carers at the centre;
- provide a curriculum that is broad and balanced to engage all children and young people at all levels and to promote an inclusive culture of learning;
- ensure equality of provision for all children and young people, including but not exclusive to, those with ALN;
- enable children and young people with ALN to achieve their potential;
- provide and access advice and support for all staff working with children and young people with ALN.

Partnership with Parents/ Carers

The child is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set.

Parents with concerns about their child should discuss these first with the class teacher who will inform the Additional Learning Needs Coordinator if necessary. Parents are fully involved in the review process.

Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Pupil Participation:

The views of all pupils are valued. A person-centred approach is adopted throughout our school, placing the child/ young person at the heart of everything we do and celebrating what they can do. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns.

Role and Responsibilities

Governors will ensure that:

- the necessary provision is made for any pupil with ALN;
- all staff are aware of the need to identify and provide for pupils with ALN;
- pupils with ALN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- parents are notified if the school decides to make additional learning provision for their child;
- they are fully informed about ALN issues, so that they can play a major part in school self-review;
- there are termly meetings between the ALNCo and the Local Authority Inclusion Team;
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review led by Senior Leadership Team including the Link Governor and will be subject to approval by the Full Governing Body.

Link Governor for Additional Learning Needs: [Ed Paxton](#)

Head Teacher/ Senior Leadership Team

The ALNCo has a clear line of communication with the Head Teacher and Senior Leadership Team and there is mutual support in their roles. This will enable our school to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Additional Needs Co-ordinator (ALNCo)

The role of the ALNCo has been statutory since January 2021. As identified in Chapter 8 of the ALN Code (2021), the ALNCo is responsible for;

- overseeing the day-to-day operation of the school's ALN policy;
- co-ordinating the Additional Learning Provision (ALP) for pupils with additional learning needs;
- ensuring all learners who have ALN in our school have an IDP;
- identifying a pupil's ALN and co-ordinating the making of Additional Learning Provision (ALP) that meets those needs;
- identifying a designated person to co-ordinate the actions in order to make an ALN decision and, if an IDP is then required, to be responsible for preparing it;
- securing relevant services that will support a pupil's ALP as required;
- keeping records of decisions about ALN and IDPs;
- promoting a pupil's inclusion in our school community and access to the curriculum, facilities and extra-curricular activities, having regard to the views, wishes and feelings of the child and the child's parent;
- monitoring the effectiveness of any ALP, review and adjust accordingly;
- advising teachers about differentiated teaching methods appropriate for individual pupils with ALN;
- supervising and arranging training of learning support workers who work with pupils with ALN;
- contributing to in-service training for teachers;
- keeping up to date on the latest guidance, support and evidence of best practice available for ALN.

Other ALNCo responsibilities

In addition to the mandatory tasks above, ALNCo **should** also:

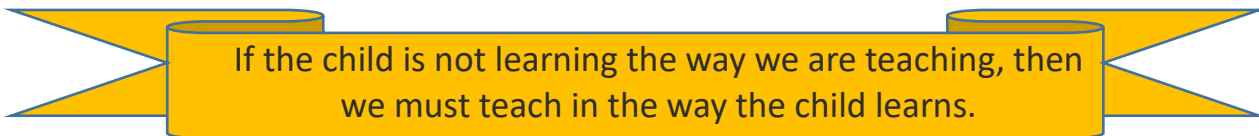
- oversee the providing of documents, notifications, or information to a child or a child's parent
- oversee the day-to-day operation of the education setting's arrangements for ALN;
- oversee the ALP across the education setting to meet the needs identified within IDPs.
- ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs;
- ensure IDPs are developed and reviewed appropriately;
- learners with an IDP are supported with their transition between education settings;
- oversee the appropriate transfer of information between education settings about the learner's ALN and ALP;
- liaise with exams officers and specialist teachers when seeking reasonable adjustments for examinations;
- 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;
- become a source of expertise on ALN by developing specialist skills and knowledge;
- keep up-to-date on the latest guidance and support available for ALN;
- enhance their own professional learning by liaising with the local network of ALNcos (which local authorities **should** consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice;
- ensure the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date in respect of ALN;
- provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school data tracking and supporting staff to manage good target setting;

- ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
- 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.;
- work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

ALNCo name: *Nicola Griffiths*

Class teachers are responsible for:

- providing high quality teaching for all children, setting high expectations which inspire, motivate and challenge pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's ALN policy and procedures for identification, monitoring and supporting pupils with ALN
- directly liaising with parents of children with ALN
- managing behaviour effectively to ensure a good, safe learning environment
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Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCo
- providing feedback to the class teacher regarding children's progress in class lessons.
- providing feedback to the class teacher and/or the ALNCo as appropriate, regarding children's progress in achieving individual targets
- delivering (and reporting back on) specific intervention programs under the direction of the ALNCo and/or class teacher

Provision These are also clearly set out in our 'School Provision Map'

Every educational/ school practitioner is a teacher of every child and young person. Teaching therefore is a whole school responsibility.

Universal Provision

We adopt a 'high quality teaching' approach at Borrass Park Primary school. High quality teaching, differentiated for individual pupils, is available to all pupils who have or may not have ALN. Reasonable adjustments will be made to support our pupils. The key characteristics of high-quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

Universal Provision is about maximising the classroom environment and refining teaching strategies and resources that are available to all. These include strategies to help concentration and attention, communication and interaction, literacy and numeracy, memory and organisational skills. Appropriate and reasonable adjustments are made to enable access for all to the learning and school environment.

Examples of our Universal Provision include:

- Whole class teaching
- Collaborative group work
- Small group and individual interventions
- Teaching strategies
- Pre-teaching strategies
- Visual timetables
- Specific resources e.g. Numicon, number lines, sounds mats
- Boost Reading
- Zones of Regulation

We operate a number of intervention programmes within all classes from Nursery up to Year 6. These may be Universal Provision or Targeted Provision depending on the needs of the child. All staff utilise intensive Literacy and Numeracy support and some individual members of staff are trained to deliver intervention programmes focusing upon the understanding and development of pupils' emotional well-being. These programmes include the 'Students Assistance Programme' (SAP), Friends Resilience Programmes 'Fun Friends' and 'Friends for Life' which are designed to boost pupil's self-esteem and offer emotional support. 'Draw and Talk' an attachment based therapeutic intervention, Speech and Language groups and other Nurture groups also operate for selected children across school.

Targeted Universal Provision

There may be times where some of our pupils will require more support with their learning through a targeted approach. Where it is decided a pupil will have Targeted Provision, we will talk to the parents and their child. We will agree what intervention will be put in place, set 'small step targets', as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child. If a pupil continues to make progress accessing targeted provision this can continue as required. Advice and support from the Educational Psychology Team or other outside agencies including Noddfa may also be required at this stage.

ALN Determination

If a pupil does not make progress according to the outcomes described over a sustained period of time, school will seek further specialist expertise. This will inform future provision. School will continue to liaise with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and Looked After Children Team. The appropriate processes as documented in the statutory ALN Code will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated. The IDP will then be reviewed annually. The class teacher, working with the ALNCo, and any outside agencies with direct involvement with the child will revise the provision in light of the child's progress. Reviewing the effectiveness of the provision and interventions and their impact on the pupil's progress.

Person centred reviews will be carried out in accordance with person centred processes through a collaborative approach, placing the child/young person and their family at the centre.

Outcomes created from the person-centred review will take account of the aspirations of the child/young person and their family.

Following a review the decision will be made as to whether the school will update and maintain the IDP or whether the IDP will be passed to the LA to consider if the needs of the pupil are being met.

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a pupil also has ALN, their provision will be planned and delivered in a coordinated way with their individual healthcare plan.

Resourced Provision

The school hosts a Deaf Resource Provision supporting pupils from Early Years through to Year 6. The Qualified Teacher of the Deaf acts as the key point of contact, working in close partnership with the local authority's inclusion and support services and a wide range of external agencies, including independent and voluntary organisations, health and social care professionals, educational psychologists and the sensory service.

This coordinated approach enables the school to plan, manage and deliver a highly personalised provision, including the creation and regular review of Individual Development Plans (IDPs) and small steps plans. These ensure that deaf pupils are fully included within mainstream classrooms and their individual needs, alongside any additional needs are effectively identified, supported and met.

Looked-after children (LAC)

The ALNCo and designated teacher meet on a **termly** basis to ensure that arrangements are in place for supporting pupils (both academically and pastorally) that are looked after who also have ALN. We will promptly identify any ALN through observation, assessment and consultation with carers and professionals.

The school will maintain regular communication with carers and designated social workers and attend/contribute to any statutory review meetings. We will liaise with external agencies where appropriate in support of the child.

Through partnership working, available funding will be used to effectively support progress and wellbeing as required within our means.

Our school is committed to creating a safe, nurturing and accessible learning environment in which looked-after children can thrive, achieve their potential and feel valued.

Early Dispute Resolution

Initially an attempt will be made to resolve a dispute about **ALN provision** at school level.

Parents who are dissatisfied with the school's provision for additional learning needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should then make an appointment to see the ALNCo/ Headteacher.

Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office.

If parents are still not happy after using the school's complaints procedure, they should then contact the Local Authority for advice, support and information.

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

If dispute is regarding **ALN determination**, parents/ carers should follow the process stated within the determination letter.

Staff development

In order to maintain and develop the quality of teaching and provision to support the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress meetings to plan appropriate professional development in relation to ALN.

The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion.

Monitoring and Evaluating ALN

Provision for pupils with ALN is a matter for the school as a whole. The board of Governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with additional learning needs. It is a statutory obligation of the school to keep their provision under review to ensure that the needs of all pupils are being met effectively.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/primary school to setting/high school, the young person, parents/carers will be fully involved in the planning for the transfer to the new setting.

Key information about ALN provision will be shared with the next setting / primary /high school through the review process.

How was this policy created?

This policy was created in partnership with the Cluster of schools, the Senior Leadership Team, ALNCo, ALN Governor, staff, parents/ carers and children/ young people. The policy reflects the ALN Code (2021).

How can parents access this policy?

Parents can see a copy of this policy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need the policy to be made available to you in a different format).

How is this policy evaluated?

This policy is subject to a yearly review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.

Context

This policy complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents:

- Equality Act 2010:
- Safeguarding Policy
- Admissions Policy
- Behaviour Policy
- Attendance Policy
- Social Services and Wellbeing Act

Equality Impact Assessment

| | |
|--|---|
| Responsible Officer (Head Teacher) | Rob Nicholson |
| Assessment Owner | Rob Nicholson |
| e-mail address | mailbox@borraspark-pri.wrexham.sch.uk |
| Full job title | Headteacher |
| Title of Policy | Additional Learning Needs Policy |
| Rationale: Why is it being considered? What need is being addressed? | New act becomes statutory Policy change in line with Additional Learning needs reform |
| Aim: What is the intended outcome of the policy? | Clear process in place for staff to raise concerns |
| How: How will it be delivered, by whom and by when? | Plan implemented across school |
| Who: Who are the people likely to be affected by this policy? How have you consulted with the people who are likely to be affected? | Employees, Governing Body, staff and pupils Staff and GB meetings, Cluster group, ALNco, staff |
| Measures: How will you know you have achieved your aims? What are your measures / indicators of success? | Staff aware of procedure Policy will be shared with staff and Governing Body |
| Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of: <ul style="list-style-type: none"> • Statutory requirements; local policies e.g. • Regional decisions e.g. those made by cross county partnerships for your schools; and / or • National policies e.g. Welfare Reforms | Complaints Policy Behaviour Policy |

| | Carers | Age CYP | Age Adults | Disability | Gender / Sex | Pregnancy and Maternity | Race/ Ethnicity | Religion or Belief | Sexual Orientation | Marriage /Civil Partners-hip | Gender Reassign-ment | Poverty | Welsh language / culture |
|---|--------|---------|------------|------------|--------------|-------------------------|-----------------|--------------------|--------------------|------------------------------|----------------------|---------|--------------------------|
| Q1 Would this proposal significantly affect how functions are delivered to any of these groups? | | | | | | | | | | | | | |
| Q2 Would this discriminate against any of these groups? | | | | | | | | | | | | | |
| Q3 Would this proposal advance the equality of opportunity for these groups? | | | | | | | | | | | | | |
| Q4 Would this promote good relations between these groups and the wider community? | | | | | | | | | | | | | |

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

If your proposal will not have any impact on 'people' please outline why this is the case below:

The Additional Learning Needs policy is an LA policy which ensures equality for all regardless of protected characteristics

PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

EIA: Are we being fair?

Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

Complaints policy

Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Behaviour policy

Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?