

Additional Learning Needs Policy

St David's High School

Date: September 2024

Reviewed: October 2025

Introduction

This policy was created in partnership with the Senior Leadership Team, the ALN Governor, representative staff, parents/carers and children/young people. The policy reflects the statutory guidance set out in the ALN Code. This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body. The ALNCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the 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).

Context

This policy complies with the statutory requirement laid out in the ALN Code: 0 to 25 years and has been written with reference to the following related guidance and documents:

- Equality Act 2010
- Safeguarding Policy
- Admissions Policy

Definition of ALN

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

This states that:

“Additional learning needs” (“ALN”) has the meaning given by section 2 of the Act, namely:

(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 (c. 15) 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.

Additional Learning Provision

(1) “Additional learning provision” for a person aged three or over means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in—
(a) mainstream maintained schools in Wales, (b) mainstream institutions in the further education sector in Wales, or (c) places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

Rationale Statement

St David’s High School is committed to the successful inclusion of pupils with Additional Learning Needs. At our school, every teacher is a teacher of all pupils, including those with ALN. At St David’s High School all children 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.

At our school, 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 considers their varied life experiences and particular needs, in line with the principles of the Curriculum for Wales.

<https://hwb.gov.wales/curriculum-for-wales>

St David’s High School is 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.

- **Provision for children with ALN is a matter for the school as a whole.**
- **Every teacher is a teacher of children with additional learning needs.**
- **Teaching all children is therefore a whole school responsibility.**

At St David’s High School, we adopt a Quality First Teaching approach of high-quality teaching and resources, differentiated for individual pupils. This is the first step in responding to pupils who have or may have ALN.

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

Objectives

- To develop effective whole school provision
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have ALN
- To provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for pupils with additional learning needs (ALN)
- To enable pupils with additional learning needs (ALN) to achieve their potential
- To ensure parents/carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with ALN

Role and Responsibilities of ALN in the school

ALN Link Governor - is designated to have responsibility for the oversight of all ALN matters. The designated Governor is Mrs Christie Jenkins. The ALN Link Governor 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
- termly meetings with the ALNCo are held
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approval by the Full Governing Body

ALNCo (Additional Learning Needs Co-ordinator) - The ALNCo is Tamlin Jones (also Assistant Headteacher). The ALNCo has day to day responsibility for the operation of the ALN policy and co-ordination of specific provision made to support pupils with ALN, including those who have an Individual Development Plan. Part of the role of the ALNCo is to:

- co-ordinate the provision for ALN pupils and the arrangements with the class teacher regarding those pupils with ALN. To support class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with additional educational needs *and* on the effective use of materials and personnel in the classroom
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with ALN up to date

- liaise closely with parents of pupils with ALN
- liaise and be a key point of contact with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintain the school's ALN register and records
- liaise with the ALNCOs in feeder schools and receiving educational settings to help provide a smooth transition from one to the next educational phase.

NEST Manager/HLTA. Mrs Pritchard is responsible for day to day management (Mon-Thurs) of the NEST (the Nurture, Education and Social Team), the NEST provision centre and its ALN interventions. This team are designated to support named students as part of the ALN Code. Mrs Pritchard leads the intervention and support programmes within the ALN department, working with identified pupils to develop their literacy and numeracy skills as well as their nurture/wellbeing needs. She is responsible for the oversight, coordination and deployment of a team of Teaching Assistants.

NEST Manager Miss O'Boyle runs the NEST provision centre on a Friday.

Teaching Assistants - The role of Teaching Assistant is to support pupils with ALN and other vulnerable pupils within the classroom and in the wider context of the school. Deployment is arranged on a basis of need having regard to the resources available and the students' individual needs. An Individual Development Plan, under the new ALN system, will also dictate where support is required. Teaching Assistants are encouraged to develop professionally each year, taking on additional roles and responsibilities if they express a desire to do so, or a particular field of interest they wish to explore. They should:

- provide feedback to the class teacher regarding children's progress in lessons
- provide feedback to the class teacher and/or the ALNCo as appropriate, regarding children's progress in achieving individual targets
- deliver (and report back on) specific intervention programmes under the direction of the ALNCo and/or class teacher

Teachers – All teachers at St David's High School are responsible for pupils with ALN. They should:

- be aware of all the pupils within their classes that have additional learning needs and provide appropriate support.
- provide differentiated resources, using the recommended Quality First Teaching strategies to inform teaching and learning and tracking and monitoring the progression of the pupils they teach with ALN.
- liaise with and effectively deploy the Teaching Assistants provided to support in class. It is the responsibility of class teachers to report any ALN concerns to the ALNCO.
- provide high quality teaching for all children setting high expectations which inspire, motivate and challenge pupils
- assess pupil's needs and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly review the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum

- retain responsibility for the child, including working with the child on a daily basis
- make themselves aware of the school's ALN policy and procedures for identification, monitoring and supporting pupils with ALN
- directly liaise with parents of children with ALN
- manage behaviour effectively to ensure a good and safe learning environment

Within each faculty a member of staff is designated as the ALN department link person. This person will liaise with the ALN department to provide support and information in their subject area, and feed back to colleagues as appropriate.

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with additional learning needs
- keeping the governing body informed about ALN issues
- working closely with the ALNCo

Flintshire County Officer who supports ALN provision is Mrs Angelina Byrne (Learning Advisor for Additional Learning Needs).

Staff development

In order to maintain and develop the quality of teaching provision and to respond to 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 to plan appropriate CPD in relation to ALN. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Looked after children (LAC)

The ALNCo and LAC County Co-ordinator will meet as appropriate to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN.

Safeguarding

Designated Staff with specific Safeguarding responsibility:

Mr James Walker (Safeguarding Lead)

Mr Tamlin Jones

Mrs Rebecca Williams

Lead Member of staff responsible for Looked After Children (LAC): Mr James Walker / Mr Tamlin Jones

SDHS ALN Processes

Pupils who may potentially have ALN or require further support are identified in a number of ways. This could be from external reports or testing, or it could be brought to our attention via internal testing of reading ages or cognitive ability testing (as examples). It can be brought to our attention by teaching staff, parents, support staff or pupils themselves. We are then duty bound to follow the process outlined below. Feedback from teaching staff will also be collated as part of this process. Once all information has been collated, the ALN panel will decide whether a student's needs can be met under Universal Provision or whether a School Based IDP is required.

The ALN Consideration Process 2021

Under the ALN Code 2021, the procedure below will be followed when a pupil is newly thought or newly identified as having ALN:

Day 1 – Teacher identifies a student as potentially having ALN or a request for ALN consideration is received by the school from a pupil/ parent/ carer. This information is passed on to the ALNCo.

Days 2-3 - The ALNCO will acknowledge receipt of the referral in writing to the parent(s)/carer(s) and begin to gather information from the subject teachers and pastoral support in order for the ALN Panel to make an informed decision as to whether the student requires ALN.

Days 3-7 - The ALN panel is required at the beginning of the process to firstly decide whether ALN consideration is required for a student. The panel deem that no ALN consideration is required for the student because either:

- the young person does not provide their consent by day 7,
- there is an IDP already in place,
- the needs of the student have not changed,
- the Local Authority is responsible for the student,
- there is another Local Authority Plan in place.

Day 8 – if no ALN consideration is required a letter will be sent to the parents/carers by the ALN Panel confirming the decision.

Days 9-11 - Where the panel decide ALN Consideration IS required, the process will continue.

Days 9-21 – The ALN panel will carry out assessments of the student and collate all available evidence to make a decision. A decision must be made even if the panel are awaiting evidence/information from an outside agency.

Days 12 – 16 – As part of the decision- making process, the ALNCO will hold a person-centred review with the student which will take into account their views, wishes and feelings. In addition, their parents/carers will be able to participate as fully as possible in the decisions being made and provided with the information and support necessary. (ALN Code, Chapter 22)

Days 17-21- The ALN panel must answer the two questions, as set out in Paragraph 4 above and will notify the parents/carers of that decision.

Days 23 -35 – Preparing the Individual Development Plan - The ALNCO will prepare a draft IDP which will be sent to the parents/student for their comment and feedback. The IDP will contain the

description and plan of the of the additional learning provision. The Final IDP will be prepared and a copy sent to the parents by day 35, unless there are exceptional circumstances preventing the school from doing so.

School Appeal Procedure

The School aims to resolve any concerns with parents/carers or young people at the earliest opportunity. (Code 29.14.). In the first instance, we encourage any concerns or disagreements regarding the ALN panel's decision to be appealed directly to the school. The School offers a two stage appeals procedure: Informal and Formal.

First Stage

Should a parent, carer or young person wish to informally discuss the ALN panel's decision, they should make direct contact with the ALNCO. This can be in a letter or e-mail to tamlin.jones@sdhs.flintshire.sch.uk, or by telephone on 01244 671583. The ALNCO will arrange a meeting to discuss the concerns and work with the parent/carers to aim to reach an agreement.

Second Stage

If the parent's/ pupil's disagreement has not been resolved at the informal stage, the parent/carers may set out their concerns to the ALNCO, Mr T Jones, in writing to the school address or by email to tamlin.jones@sdhs.flintshire.sch.uk

The ALNCO will write to the parent, within 5 working days of receiving the appeal, where reasonably practicable, acknowledging receipt of the appeal. The parent and pupil will be invited to a meeting to discuss the appeal which will be held within 10 working days of the invitation to the meeting, or as soon as reasonably possible. Should the initial date suggested for the meeting not be possible, then a new mutually convenient date will be arranged.

At the meeting, the ALN Lead will listen fully to the parent's/ carer's and pupil's grounds of appeal and ask questions, where appropriate. The ALNCO will also be present to give evidence regarding the ALN Panel's decision. Minutes will be taken of the meeting.

Following the meeting, the ALNCO will consider the contents of the meeting and the evidence available to them and carry out further investigations where required. The ALNCO will write to the parent within 10 working days of the meeting or, as soon as reasonably practicable, explaining their decision.

Appeal to Flintshire Local Authority

Should a parent or pupil not be satisfied with the outcome of the formal appeal with the school or they wish to by-pass the school's appeal procedure, they can make an appeal to Flintshire Local Authority for Disagreement Resolution.

Appeal to the Education Tribunal for Wales

If a parent is not satisfied with the outcome of Flintshire Local Authority's decision, they may appeal to the Education Tribunal for Wales.

There are strict time limits as to when an appeal to the Tribunal can be made. We recommend that Snap Cymru is contacted for further information and support regarding the Tribunal appeal procedure.

<https://www.snapcymru.org/>

Should a parent wish to seek further information and/or support regarding the ALN consideration appeal process as a whole, they should refer to SNAP Cymru for further information on 0808 801 0608 or contact via <https://www.snapcymru.org/>

What support does the School offer to students who are not identified as requiring an IDP but who still require support?

All pupils will continue to receive support under Universal Provision and quality first teaching strategies. The ALNCO ensures that support and guidance is given to all staff for specific needs (e.g. Quality First Teaching Strategies for Dyslexia, ASD, ADHD). Universal Provision will be monitored through the school's quality assurance process. Pupils' progress is closely monitored at this stage by subject teachers.

Assess, Plan and Do

Where it is decided to provide a pupil with ALN support, we will talk to the parents and child. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teachers will remain responsible for working with the child on a daily basis in lessons.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The subject teachers, working with the ALNCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will explore further interventions and, if necessary, specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and the Looked After Children Team.

Managing pupils needs/IDPs

Formal review meetings will take place at least once every year (and often termly or more depending on individual circumstances), where parents and pupils will be involved in reviewing progress and setting new outcomes. Subject teachers are responsible for evidencing progress according to the outcomes described in the child's plan (IDP).

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 form tutor who will inform the ALNCo 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. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns.

The relationship with parents **and especially pupils** is underpinned by the school's emphasis on Person Centred Practices.

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 healthcare plan.

Transition

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school, 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 school /setting through the review process.

Further links:

Please click on the links below to find out more:

ALN factsheet for Children, Young People, Parents & Carers

<https://www.gov.wales/additional-learning-needs-aln-factsheet-children-young-people-parents-and-carers>

ALN Implementation – Update

<https://hwb-team-storage.s3.eu-west-1.amazonaws.com/Additional+Learning+Needs+Implementation+-+Update+September2021.pdf>

Welsh Government guide for pupils moving to the new ALN system

<https://www.gov.wales/sites/default/files/publications/2022-06/220622-the-additional-learning-needs-code-for-wales-2021.pdf>

<https://www.llyw.cymru/taflen-ffeithiau-am-anghenion-dysgu-ychwanegol-ady-ar-gyfer-plant-pobl-ifanc-rhieni-gofalwyr>

Parent Booklet ALN – Flintshire (PDF)

<https://www.gov.wales/moving-additional-learning-needs-aln-system-parents-guide-html>

<https://www.llyw.cymru/symud-ir-system-anghenion-dysgu-ychwanegol-ady-canllaw-i-rieni-html>

Parent Guide to Person Centred Meetings (PDF)

<https://www.strichardgwynflint.co.uk/attachments/download.asp?file=191&type=pdf>

<https://www.strichardgwynflint.co.uk/attachments/download.asp?file=192&type=pdf>