



Milford Haven School

Additional Learning Needs

and Inclusion Policy

Date approved by Policy Committee: 26.01.2022

Date to be reviewed: Spring 2023

Policy created and reviewed by: Ms J Reynolds Assistant Headteacher

Milford Haven School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning styles. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with ALN are valued, respected and are equal members of the school. As such, provision for pupils with ALN is a matter for the school as a whole. All teachers are teachers of pupils with ALN. The Governing Body, Headteacher, ALNCO and all other members of staff have important responsibilities. However, we believe that pupils with Additional Learning Needs may, at times, require extra resources if they are to achieve their full potential.

"Every child is gifted. They just unwrap their packages at different times."

Milford Haven School values the abilities, achievements, and contributions of all its pupils, and is committed to providing each pupil, irrespective of ability, gender and race, with a happy and caring environment for each pupil to develop to their full potential both academically and socially.

We recognise that there is a continuum of needs and that children with Additional Learning Needs (ALN) have the right to the greatest possible access to the broad and balanced education set by the National Curriculum. Milford Haven School aims to integrate all pupils into every aspect of school life.

Key staff:

ALNCO: Miss Reynolds

Access Arrangement Manager: Mrs Griffiths

HLTA: Mr Sayers & Mrs Turner

Level 2 Hafan Reflection: Mrs Diamond

Level 2 Communication : Miss Crolla

Governor with responsibility for ALN: Mrs Rees

'Every teacher is a teacher of every young person including those with Additional Learning Educational Needs and Disability'.

Additional Learning Needs and Education Tribunal Act (ALN ET 2018)

The system for supporting children and young people with special educational needs and disability in Wales is changing. The Welsh Government is bringing in a more flexible and responsive system of meeting the needs of children with special educational needs or disabilities and are striving to deliver a fully inclusive education system for the s of Wales.

The new system will ensure:

- needs are identified early, addressed quickly and all pupils are supported to reach their potential.
- our professionals are skilled and confident in identifying needs and deploying strategies to help pupils overcome their barriers to learning.
- that the pupils is at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

From September 2021 the new system will be **brought in gradually** over the next few years (2021 -2024). Here are some of the key messages about these changes and what they may mean for you and your child.

- The current graduated system of Early Years/School Action, Early Years/School Action Plus and Statements is being replaced over the course of the next 3 years. All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age, who require them, i.e.in the early years will be maintained by local authorities.
- Most Individual Development Plans will be maintained by the school but may also be maintained by the Local Authority for those pupils with the most complex needs.
- The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is expected that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure additional learning provision will be provided in Welsh, when required.

Key Messages

Your child has been identified as being in one of the mandated cohorts of pupils that will move to the new system starting in January 2022, and phased in gradually over the academic year.

If your child is currently at SA, SA+ or has a statement your child will transfer to the ALN code in line with the WG advice (link attached)

<https://gov.wales/sites/default/files/publications/2021-12/additional-learning-needs-aln-system-parents-guide.pdf>

The mandated cohorts are pupils who will be **in nursery 1, nursery 2, year 1, year 3, year 5, year 7 and year 10 in the current academic year 21/22**. These pupils will move gradually to the new system over the academic year 21/22.

The ALNCo has undertaken work with the Local Authority (LA) and works closely within our Cluster to support ALN transformation. The LA continues to lead on the ALN Reforms keeping the school informed of gradual changes and further training when required.

Definition of ALN

2.3. Section 2 of the Act defines the term ‘additional learning needs’ (ALN), as

Additional learning needs

(1) A person has additional learning needs if the pupil 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 they — (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 they 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 pupils are or will be taught is different from a language (or form of language) which is or has been used at home.

Additional Learning Provision means:

(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.

Refer to our whole school provision map for further details

ALN Aims

We believe in providing every possible opportunity to develop the full potential of all pupils. All pupils will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum where appropriate. All pupils are valued, and their self-esteem promoted. We work in close partnership with parents/guardians who play an active and valued role in their child’s education.

ALN Objectives

- To identify and monitor pupil’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability;
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, ensure that the targets set in Individual Development Plans (IDPs) are specific, measurable, achievable, realistic and time related;
- To work in close partnership with, and involve, parents/guardians of pupils who have additional learning needs;

- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for pupils who have additional learning needs.

Roles and responsibilities of the ALNCo

- To provide professional leadership and management for pupils with additional learning needs throughout the school
- To improve standards and promote high quality teaching and learning for pupils with additional learning needs
- To monitor and evaluate the implementation of the curriculum and assessment policies and schemes of work for pupils with additional learning needs
- To participate in the monitoring and evaluating the quality of teaching and standards of achievements for all pupils
- To create and maintain an effective partnership with parents and external agencies to improve pupils' achievement and personal and social development
- To ensure efficient and effective use of resources, and manage and organise accommodation efficiently and effectively to meet the needs of pupils with additional learning needs
- To co-ordinate the deployment of support staff to ensure appropriate classroom support for pupils • To attend internal and external meetings regarding additional learning needs
- To complete referral forms for pupils with additional learning needs
- To provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, and improve standards and value for money.
- To contribute to the presentation of regular reports on the school's performance to Governors, Local Authority, local community and ESTYN
- To contribute to the establishments and monitoring of systems that keep parents well informed about the curriculum support strategies, pupil's achievements and progress, and encourage parents and other family members to contribute to achieving challenging targets for their children
- To work alongside key staff using a range of data sources to set realistic yet challenging targets for pupils on the ALN Register, analysing outcomes for individuals and groups. Use this information to implement appropriate curriculum and intervention programmes and identify priorities for the school development plan including all teaching and non- teaching staff who are responsible for differentiating the curriculum for pupils with additional learning needs and will monitor their progress.

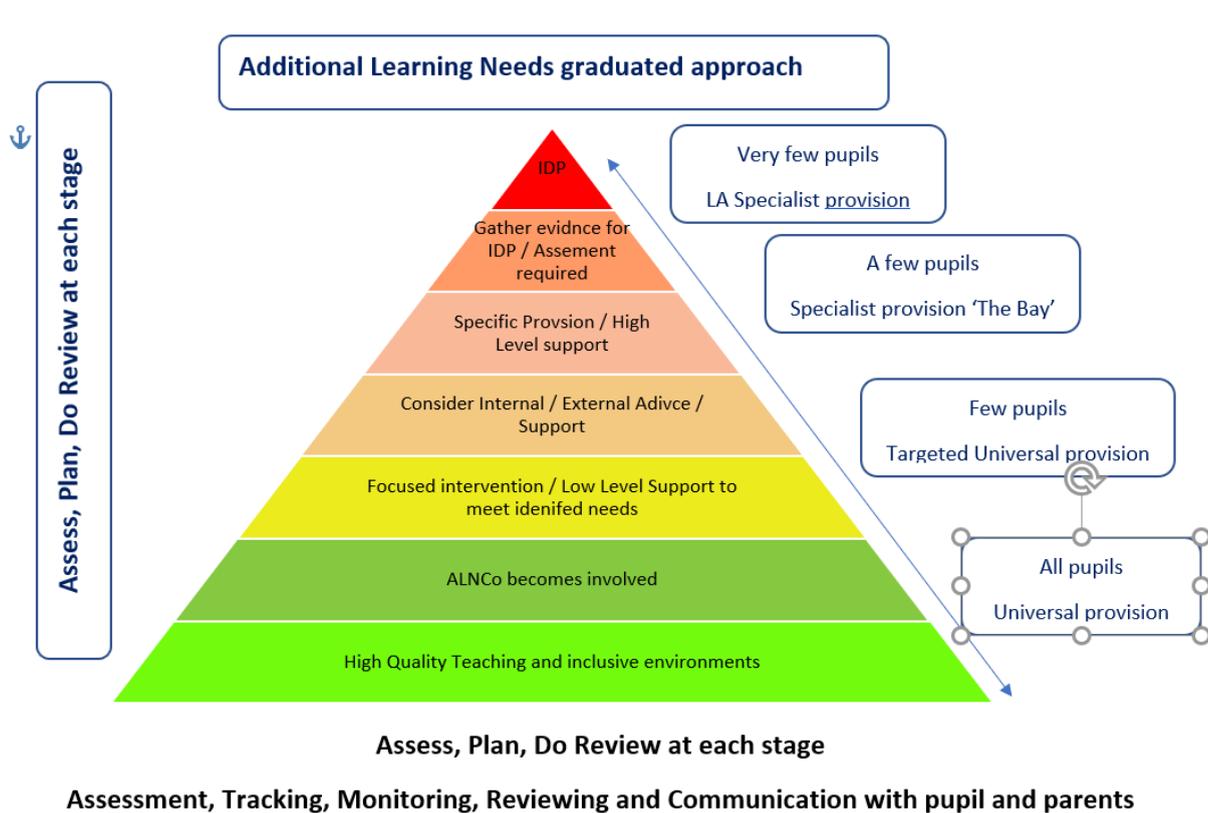
The role of the Governing Body

The School Governing Body works in partnership with the Headteacher :

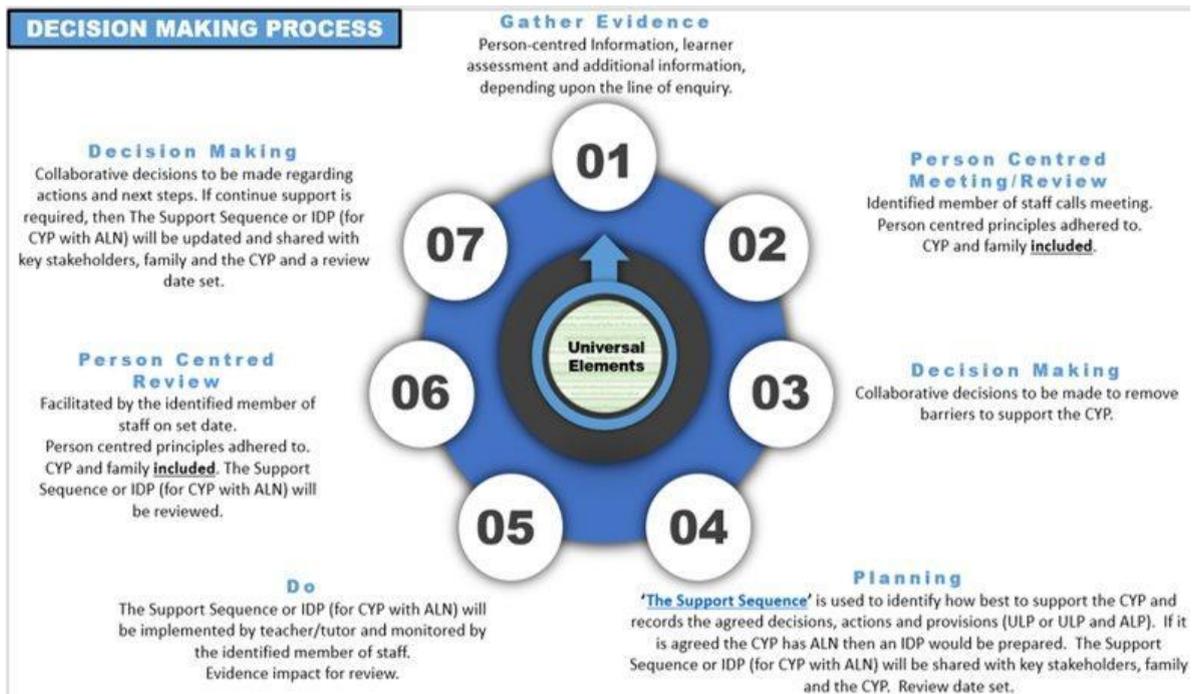
- The Governing Body will review the equality impact assessment for this policy to monitor the outcomes and impact of the policy in line with equalities legislation. ALN aims of the school
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring ALN provision as early as possible in their school career
- To have in place systems whereby teachers are aware of such pupils
- To be sympathetic to each pupil's needs by providing a strong partnership between children, parents, governors, external agencies, and the Local Authority

- To ensure that ALN pupils take part as in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child’s progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision
- ensure that ALN pupils are fully involved in school activities.

Our Graduated Approach to ALN in Milford Haven School



Our graduated approach ensures that pupils with additional learning needs (ALN) get the right level of support when needed. This policy outlines the levels that young people (YP) and their families may go through in this process. Not every child will need to progress through all these levels, and only those with the most complex needs require an Individual Development Plan. Most pupils will receive early interventions and will have their needs identified and met by the school’s universal provision without the need for further input. The school will apply an ‘assess, plan-do-review’ approach to meeting pupil’s needs.



High quality inclusive teaching and learning for Everyone..

The school promotes a culture that values and supports the learning and wellbeing of all pupils demonstrating an “inclusive setting ethos.”

The Code of Practice is clear that high quality inclusive teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, ALN. Additional interventions and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of ALN. All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCO, will ensure that the pupils requiring different or additional support are identified at an early stage.

The following stages are designed to support staff, parents, and young people in ensuring that high quality teaching and learning is in place for all pupils. As such, this high-quality teaching and learning is designed to form the basis of an inclusive teaching approach for any pupil with additional learning needs, for example those with ALN, LAC and EAL. The stages are designed to outline what the school are able to offer and for parents to understand what they can reasonably expect their child to have access to. This includes a universal provision prior to any more tailored support via One Page Profile Plus, IDP – school based or IDP – Local Authority based. All teachers are responsible for creating One Page Profiles, Additional Support Plan, Individual Development Plans (IDPs), or any other document necessary to best support pupils with additional learning needs. All staff will work closely with the ALNCO.

Universal provision -

Milford Haven school uses One Page Profiles which set out clearly what needs have been identified, strategies for removing key barriers to learning, the pupil's strengths and interests, what outcomes/targets are being worked towards and what additional support is in place.

Nearly all pupils will have their needs met by teaching or support that is available to all pupils in school. This could include high quality teaching and learning, extra time and support from their teacher, or some other form of help planned to ensure a pupil makes expected progress with their education. The ALNCo outlines the kind of support and help that is available at this level of need. One way to ensure that progress is made is by completing a profile of the pupil's strengths and difficulties which also includes strategies for what will be needed for them to make progress.

Additional Learning Support plan - (short term targeted intervention within universal strategies)

If the needs and difficulties noted at Universal provision and outlined in the pupil's profile persist, they will require a greater level of attention and support. This requires that the school produce a short term Additional Learning Support Plan which includes an Action Plan for the pupil which sets out in small steps how the pupil's needs will be met. This will include the results of assessments made of the pupil's strengths, difficulties and progress, and identify targets and measures that should be put in place to meet these needs. This action plan will need to be discussed with parents and then reviewed after a period of interventions. If it has worked the plan can be ended. If not, the review will identify what further help is needed. The school will decide with parents how often a plan should be reviewed and what increasing levels of support need to be applied before moving to the next level. This type of school action plan should not be confused with an IDP plan.

Specialised support (ALP) - School IDP -

Sometimes the identified needs of the young person (YP) may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education, or social care. These practitioners may contribute further information and assessments and provide useful advice to support the family and school in meeting the pupil's needs. The parents/carers and family will be a key part of this process, and the young person's response to interventions will be reviewed once an academic year. If working, the school based IDP can be removed to 'Universal Provision' or the ALP can be changed. If the young person is still not making progress the ALNCo will seek support from the LA for the following reasons:

- it is unreasonable for the school to provide the ALP
- the school cannot identify the ALP

Specialised support (ALP) – Local Authority - IDP

If the family of the young person believe their needs are particularly complex, and that further and greater specialist support is required to meet the young person's ALN which the school can no longer support the young person's ALP the school will usually make a request to a specialist placement (EOTAS, LRC, PLC).

The graduated approach is at the heart of our whole school practice as we continually assess, plan, implement and review our approach to teaching all pupils. House tutors, teachers and subject leaders are at the heart of this approach and where potential additional learning needs have been identified (emerging needs) this process becomes increasingly personalised. Responding overtime to

a growing understanding of the young person's barriers and gaps in learning may result in individualised assessments of needs.

Request for a LA IDP assessment

When a request for an LA IDP is made by the school or parent/carer, the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's additional learning educational needs and any action taken to deal with those needs, including any resources or Additional Learning Provisions put in place. The school will provide this evidence through the graduated response and Person Centred Practice meetings.

This information may include:

- One Page Profile, Additional Support Plan or IDP for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history where relevant;
- National Curriculum progress steps 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 child;
- involvement of other professionals such as health, social services or education inclusion services.

LA IDP

LA IDP assessments involve consideration by the LA, working cooperatively with parents, the child's school and as appropriate, other agencies, as to whether a LA IDP assessment of the pupil's Additional Learning Needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school or external specialists, this may call for Additional Learning Provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA will consider the case for a LA IDP of the child's additional learning needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's additional learning needs is such as to require the LA to determine the child's Additional Learning provision.

All children with an IDP will have short-term targets set for them that have been established after consultation with parents/carers and the child and will reflect targets identified in the IDP. These targets will be set out in an IDP and implemented, at least in part and as far as possible, in the normal classroom setting.

Examinations

It may be that a pupil needs some type of support in their GCSE examinations. Assessments are carried out in Year 9 and Access arrangements, e.g. a reader, extra time etc. are put in place. If it is considered that a pupil would benefit from support, or there is a change to the allocated support, the ALNCO would contact the parent/carer to inform them about the decision. As always, the parent/carer may arrange an appointment to meet with the ALNCO to discuss matters.

Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils as stated in the School Admission Policy. It is, however, essential that resources and facilities are available to meet the pupil's needs and the Educational Psychology Service is sought when appropriate.

Transition

All Year 6 pupils attend two induction days in July. Parents are invited to share any concerns with the ALNCO during the Parents' Evening following this day. Additional transition visits and transition packs can be arranged for any pupils who are particularly anxious about transition. The ALNCO attends ASD (Autistic Spectrum Disorders) and Social, Emotional and Mental Health consultations to gather information from parents and primary school teachers and TAs about specific individual needs.

- All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 National Testing results, details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. Confidential Information is available electronically in the Staff Shared Area.
- Before entry in September all Year 6 pupils take a Reading, Spelling and Numeracy Test. This can help highlight any pupils whose additional learning needs have not previously been recognised. Results are available to all staff in the Staff Shared Area.
- Identification and assessment of need within subject areas is the responsibility of each teacher. A standing item on the AOLE's agenda should be the consideration of pupils, not already identified, whose learning is a cause for concern. Where a pupil has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability that hinders the child from making use of the educational facilities within the school.

The school ALNCO liaises closely with primary schools that are transferring pupils. The ALNCO attends the Person Centred Reviews of pupils with an IDP in Year 6. Parents are always given the opportunity to view the school and discuss additional learning provision. Pupils are also given opportunities to visit the school on a regular basis. This programme of visits is tailored to suit the needs of each individual pupil and can include additional bridging visits (these usually occur regularly after Easter in year 6).

Professional Development

Through monitoring and evaluating our provision the ALNCO, with the Headteacher, will identify any particular professional development needs for the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or AOLE meetings. The effectiveness of such professional development will be monitored and evaluated by the ALNCO, and information provided during the annual evaluation of the school's overall ALN provision.

The ALNCO meets on a termly basis with the LA Inclusion service and other school ALNCOs.

Attends local and national courses/conferences as appropriate including ALNCO Cluster Meetings and ALNCO forums

- Takes part in NQT induction programmes
- Provides some in-service training for Teachers and Teaching Assistants

The Teaching Assistants:

- Attend a wide range of appropriate courses and meetings

- Receive training from the LA Advisory teachers and Exam Access Arrangement training
- Visit other schools and alternative curriculum providers

Links with Parents and Guardians

In accordance with the ALN Code of Practice we seek to work closely with parents at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for their children academically and socially. We feel that input from parents and carers is crucial to the success of our pupils. We have an open-door policy and this is reflected throughout the school.

Parents are welcome to phone or visit the school in order to discuss any concerns they may have. Parents are also invited to email the ALNCO (admin@milfordhavenschool.co.uk).

The school provides user-friendly information for parents and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the ALN Code of Practice.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessments and any related decision-making processes about additional learning provisions. Contact with parents is maintained at all stages of the pupil's progress through the school.
- At the Primary/Secondary Transition
- At the termly review meetings
- When emerging needs are identified through assessments
- Person Centred Reviews are held where we are able to provide advice and support for their child.
- Coffee Mornings or Drop-in Sessions for parents/carers allows the opportunity to meet with the ALNCO to discuss any concerns they may have

FURTHER INFORMATION FOR PARENTS IS AVAILABLE THROUGH PEMBROKESHIRE COUNTY COUNCIL INCLUSION SERVICE <https://pembsinclusion.service.wales/> and Parent Partnership 01437 776354 or by emailing: pps@pembrokeshire.gov.uk

Links with LA Inclusion support services and external agencies

Close links are maintained with the LA support services and external agencies in order to ensure that Milford Haven School makes appropriate provision for children with additional learning needs. Where it is necessary to contact outside agencies, the ALNCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- Speech and Language Therapy Service
- Pembrokeshire Inclusion Service - Educational Psychology Service
- Pembrokeshire Advisory Service for pupils with English as an Additional Language
- Pembrokeshire Youth Offending Service (Restorative Justice)
- Children's Disability Team
- Parent Partnership
- Occupational Therapy Service

- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Pembrokeshire Advisory Service)
- CAMHS
- Team around the Family
- Careers Wales

Reviewing and maintaining ALN procedures

The ALN procedures will be kept under review by:

- carrying out an annual self-evaluation of our ALN provision
- identifying key areas for development in our improvement plan

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the ALNCO. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.