
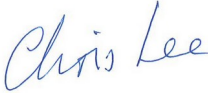




St Cyres School	
Policy: G12 ALN	
Committee: PP&P	
Member of staff responsible:	K Berry
Date Adopted/approved:	3rd March 2025
Signature of Headteacher:	
Signature of Chair of Governors:	
Date to be reviewed:	March 2026

Introduction

At St Cyres School, we have placed inclusion at the heart of our community. We pride ourselves in offering a broad and balanced curriculum to meet the needs of our diverse cohort. Every teacher is a teacher of every pupil, including those with additional needs, and this is reflected in our teaching and learning values and core principles. We are continuously adapting strategies and utilizing tools to present learning opportunities to all our pupils and carefully differentiate tasks and outcomes to match their individual needs. Our teaching strategies aim to reduce the need for specialist support; however, we recognise that there will still be some pupils that need provision that is in addition to or different from that encompassed by classroom teaching. This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to fully participate in, benefit from, and enjoy learning.

Core principles underpinning the St Cyres approach to ALN:

- A rights-based approach where the views, wishes and feelings of the pupil, pupil's parent or young person are central to the planning and provision of support. We have due regard to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Accurate identification, appropriate intervention and prevention
- Collaboration and integration
- Inclusive education

Kirsty Berry

Assistant Headteacher & ALNCo

February 2025

Compliance

This policy complies with the statutory requirements laid out in the Additional Learning Needs Code 2021 and has been written with reference to the following legislation, guidance and documents:

- Equality Act 2010
- SEND Code of Practice (2000)
- Welsh Guidance on Specific Learning Difficulties Framework (2015)
- Supporting Learners with Health Care Needs (March 2017)
- Professional Standards for teaching and leadership (2018)

This school policy should be read in conjunction with the ALN Code. It is intended to provide a concise description of the working arrangements of the school in meeting the requirements of the Code. However, the school policy is not a replacement for the Code. In the event of any queries, the wording of the Code will always have greater authority.

References

ALN Code:

<https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>

Implementation Statement (February 2021): <https://gov.wales/written-statement-implementation-additional-learning-needs-and-education-tribunal-wales-act-2018-0>

ALN Transformation Guidance Documents:

<https://gov.wales/additional-learning-needs-transformation-programme>

Section 1: St Cyres School values & ALN Policy objectives

All staff at St Cyres School are committed to removing barriers to pupil learning and ensuring that they have equal opportunities to participate in the full curriculum of our school, while celebrating their successes. Our inclusive approach to learning and teaching underpins the St Cyres “Strive Together, Challenge Yourself, Realise Everyone can Succeed” ethos. ALN is not fixed and needs to be reviewed with families and professional partners regularly to ensure equity for all.

Policy objectives - The St Cyres ALN policy has been developed to:

- Meet the diverse needs of all St Cyres pupils.
- Adhere to the Additional Learning Needs Code 2021 and subsidiary Local Authority (LA) guidance.
- Inform highly effective teaching for all pupils using evidence-based approaches and practices that are applied consistently.
- Inform all stakeholders of the St Cyres ALN framework and provision.

We work towards these objectives by:

- Co-ordinating ALN provision that is integrated across the school by ALN and the Pastoral teams.
- Monitoring and reviewing pupil progress across the curriculum using assessment and whole school monitoring systems to ensure that high expectations and aspirational targets are maintained and progress is being made.
- Regular CPD and advice for all staff working with pupils with additional learning needs, giving staff additional training on methods and programs relating to ALN on a regular basis.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Physiotherapy, Orthotics, etc.
- Having procedures in place for families that may require a resolution to disagreements and guidance to seek independent advocacy services.

Section 2: The role of the Additional Needs Co-ordinator (ALNCo)

The Assistant Headteacher and ALNCo is Mrs Kirsty Berry and the Deputy ALNCo is **Mr Richard Taylor** and he manages the Learning Support Assistants (LSAs) who deliver the Additional Learning Provision (ALP).

There are two specialist bases at St Cyres School. The Hearing Resource Base (HRB) is led by **Mrs Jane Morgan** and the Physical Resource Base (PRB) is led by **Mrs Michaela Smith**.

The lead ALN staff are responsible for identifying Additional Learning Needs (ALN) and for coordinating Additional Learning Provision (ALP). They are also responsible for ensuring all teaching staff are kept up to date with teaching strategies to meet the needs of all learners in the classroom and for ensuring the school complies with the implementation of the ALN code 2021.

The ALN Team will liaise with parents/guardians, external ALN professionals including Speech and Language Therapists, Occupational Therapists, Educational Psychologists and ALN leads in the Vale of Glamorgan.

Where the additional learning need for any pupil overlaps with needs identified for a resource base, the ALNCo and specialist teachers will work collaboratively to identify the specific needs of the pupil and plan accordingly so that the pupil has access to both ALN and specialist resource base provisions and interventions.

Section 3: Identifying Additional Learning Needs

Definition of Additional Learning Needs (as stated in the ALN Code)

A child has additional learning needs if he or she has a barrier to learning which requires additional learning provision, namely that which is in addition to or different from the normal adaptations that are made as part of highly effective classroom teaching (universal provision).

A child has a barrier to learning if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability or access needs which prevents or hinders them from making use of facilities generally provided for others the same age.

Many children who have ALN may have a disability under the Equality Act 2010, that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such disabilities do not

necessarily have ALN, but there is a significant overlap between children with disabilities and a child or young person with ALN. Pupils with a sensory difficulty may not identify themselves as having a disability but may still require adaptations and modifications to the standard provision to ensure access the curriculum in line with their peers.

Identification of ALN

For some pupils, ALN can be identified at an early age. However, for other pupils, difficulties become evident only as they develop.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, which includes where pupils access support from learning support assistants or specialist staff. Class teachers, supported by the ALN team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline (based on national expectations)
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers (based on national expectations)
- widens the attainment gap

Factors which can have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute ALN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Development Grant
- Being a looked after child (CLA)
- Being a child of service personnel
- Behaviour

In deciding whether a pupil requires additional learning provision, the class teacher and ALNCo will consider all the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their families to determine the pupil's strengths and difficulties.

If a parent/guardian has a general concern about progress in learning, the Head of Year should be involved in the first instance to establish whether intervention support can resolve any difficulties. It is only when a learning difficulty is identified as being ongoing and existing

interventions have not resulted in any improvement that a pupil would normally be considered for further exploration of whether there are underlying additional learning needs.

Section 4: Implementation of the ALN Code 2021

Preparing an Individual Development Plan (IDP)

If the school decide that a pupil has ALN, an IDP will be prepared in line with the stages of implementation of the ALN Code 2021 (subject to the exceptions given in Chapter 12 of the ALN Code).

The school will take a person-centered approach to determining the ALP that is specified within the IDP. The pupil and their parents/guardians (together with any other relevant professionals) will be invited to be part of the process.

In the case of Looked After Children, decisions about whether they have ALN will be referred directly to the Local Authority.

The IDP document will be modelled on the regional template, ensuring consistency across the Local Authority.

Once an IDP has been issued, it will be subject to review every 12 months. There is also the option to monitor and review shorter term targets more frequently as required.

Ceasing to maintain an IDP

There are various circumstances in which duties to maintain an IDP can cease. In some of these circumstances, the duties cease due to a change in circumstances, such as a pupil ceasing to be a registered pupil at a school. In these cases, another body, such as the Local Authority might then have a duty to maintain the IDP. In other cases, the duty to maintain an IDP ceases following a decision that the person no longer has ALN and that decision is not successfully challenged.

If a pupil no longer has ALN, there is no need for an IDP to be maintained, and the Act sets out the process by which it can cease to be maintained.

One Page Profiles

For some pupils who do not reach the threshold to be defined as having ALN and in need of an IDP (as defined by the Code), the school will continue to support their learning through its package of universal provision. This will include classroom level differentiation and pastoral support.

It may become necessary to create bespoke school support plans, behaviour plans and wellbeing plans for pupils that do not meet the thresholds for IDPs (as defined by the Code). These are non-statutory documents, but will help to ensure that there is clear communication with the pupil's teachers about any barriers to learning that they may face. These pupils will also have the opportunity to complete One Page Profile's.

Section 5: Interventions and support offered to pupils with ALN

In class support

Some pupils are supported in class according to the requirements of their IDP. Any additional adult support is carefully managed.

Interventions

There are a wide variety of additional interventions which can be used to support pupils. These may include:

- Catchup Literacy
- Toe By Toe
- Inference
- Power of 1,2
- Handwriting
- Literacy
- Gignets
- Precision Teaching
- Reading Cards
- Talk-about
- ELSA Sessions
- Nurture Groups
- Motional Programmes
- Social Stories
- CBT

Additional bespoke interventions are also offered depending on the individual need of the pupil.

Where necessary, this additional support is provided through small group or 1:1 intervention where pupils will be withdrawn from non-core lessons for the period of the intervention by Learning Support Assistants (LSAs).

Involvement of specialists

St Cyres School has access to a number of professionals including Speech and Language Therapists, Physiotherapist, Orthotists, Occupational Therapists and Educational Psychologists.

The referral process varies according to the agency. Nevertheless, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered by external professionals.

In some cases, families choose to have their children assessed privately for learning difficulties/disabilities. While our school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. The school follows strict Local Authority guidelines as to what

scores are considered within national averages.

Transfer arrangements

The ALNCo and staff liaise over the external transfer of pupils with ALN. Placements are considered carefully to meet a pupil's particular needs, and pupils visit their new class before transfer where possible.

Year 6 pupils transferring to St Cyres School have the chance to visit the school during our transition days. For pupils with ALN, additional visits to the school can be arranged. The Head of Year and Assistant Headteacher responsible for transition visit primary school to talk with the pupils about transition and support that can be offered. The ALNCo, Deputy ALNCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. As part of the transition, ALN information is gathered together and records transferred to St Cyres School.

Enhanced Complex Needs HRB Provision: HRB

The school offers Specialist enhanced provision through the HRB. This offers placement to a cohort of pupils each year who access this provision by having a hearing impairment identified in their Statement (and moving forward through their IDP). Admissions for the HRB are made via the Local Authority ALN Admissions Panel. Please contact the Vale of Glamorgan Complex Needs Officer for more information about this resource.

Enhanced Complex Needs PRB Provision: PRB

The school offers specialist enhanced provision through the Physical Resource Base (PRB). This offers placement to a cohort of pupils each year who access this provision by having a physical impairment identified in their IDP. Admissions for the PRB are made via the Local Authority ALN Admissions Panel. Please contact the Vale of Glamorgan Complex Needs Officer for more information about this resource.

Section 6: Monitoring and evaluation of ALN provision

ALN provision is evaluated and adjusted regularly. This is done by:

- Classroom practice being monitored by the Senior Team (SLT), Area of Learning Leads, ALNCo, Deputy ALNCo and Heads of Year.
- Analysing pupil tracking data.
- Comparing value-added data for pupils with ALN.
- Meetings with families and staff to plan outcomes and recognise progress or shortfalls
- Looking at how effective the ALN provision has been in relation to the resources

allocated

- Monitoring of procedures and practice by the ALN link Governor, **Mrs Ruth Ferrier**.
- Carrying out annual Self Evaluation processes to inform the School Development Plan, in line with preparing St Cyres for the New ALN Code of Practice.
- Visits from the Local Authority, meetings and inspections, which enable our school to help identify best practice.
- Formally reviewing the school's ALN policy, this will be completed by the Strategic Link to ALN, the ALNCo, SLT and the Governing Body on an annual basis.

Section 7: Dealing with Complaints

The school hopes that through the person-centered approach to identifying the learning needs of its pupils, and strong communication between home and school, that disputes can be avoided. We seek to work in partnership with families to support the learning of our pupils.

However, should a dispute arise, the parents and carers should firstly raise their concerns with the Additional Learning Needs Co-Ordinator. We welcome the involvement of parent advocacy services and will aim to support parents in raising and resolving any disputes that may arise. If the dispute remains unresolved, parents/carers have the right to write to the Headteacher or Chair of Governors outlining the dispute and follow the school's formal complaints procedure. The Headteacher or Chair of Governors should be contacted via our school office or via the Clerk to Governors. A copy of the Complaints Policy is available on the school website. If the dispute is not resolved at school level, the parents/carers and/or pupil may raise their concern with the Local Authority.