

ALN POLICY



*Giving our children the best
possible start in life*

Written October 2024

1.0- A. Mills & E. Davies

Date Approved by Governing Body:

1. Purpose

Twynyrodyn Community School is committed to providing an inclusive, nurturing, and supportive environment for all pupils, including those with Additional Learning Needs (ALN). This policy outlines our approach to identifying, assessing, and meeting the needs of pupils with ALN to ensure they achieve their full potential.

2. Scope

This policy applies to all staff, governors, pupils, and parents/carers within Twynyrodyn Community School. It is aligned with the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the ALN Code for Wales, and other relevant local and national guidelines.

3. Aims and Objectives

The school aims to:

- Identify pupils with ALN at an early stage.
- Work collaboratively with pupils, parents/carers, and external agencies to develop effective support plans.
- Provide a differentiated, inclusive curriculum that meets diverse learning needs.
- Regularly monitor and review the progress and needs of pupils with ALN to ensure their development.

4. Definition of Additional Learning Needs (ALN)

A pupil is identified as having ALN if they have a learning difficulty or disability that requires additional or different educational support than that generally provided to other pupils of the same age.

ALN may arise from a range of issues, including but not limited to:

- Cognition and learning difficulties
- Communication and interaction needs
- Emotional, social, and behavioural needs
- Sensory and/or physical needs

5. Roles and Responsibilities

- **Governing Body:** Ensures the school's ALN provision complies with legislation and effectively supports all pupils.
- **Headteacher:** Oversees the implementation of the ALN policy and provides strategic direction.
- **ALNCo (Additional Learning Needs Coordinator):** Leads on ALN provision, coordinates Individual Development Plans (IDPs), and liaises with parents/carers, staff, and external agencies.
- **Class Teachers:** Deliver inclusive lessons, differentiate instruction, and monitor the progress of pupils with ALN.
- **Teaching Assistants (TAs):** Support class teachers in delivering tailored interventions and individualised support.

6. Identification and Assessment of ALN

Twynyrodyn Community School uses a graduated approach to identify and assess ALN, which includes:

1. **Initial Concerns:** Teachers identify concerns based on observations, assessments, or parent/carer feedback.
2. **Referral to ALNCo:** Concerns are discussed with the ALNCo, and further assessments are conducted if needed.
3. **Formal Assessment:** External agencies (e.g., educational psychologists) may be involved in cases requiring additional evaluation.
4. **Individual Development Plans (IDP):** An IDP is developed for pupils identified as having ALN, detailing specific support and targets.

7. Individual Development Plans (IDPs)

IDPs are created for pupils with identified ALN and reviewed regularly in partnership with pupils, parents/carers, teachers, and, when appropriate, external specialists. Each IDP includes:

- Clear learning targets based on individual strengths and areas for development.
- The type and frequency of support required.
- Roles and responsibilities of all those involved in implementing the IDP.

8. Partnership with Parents/Carers

We actively encourage collaboration with parents and carers, recognizing their valuable insights. Regular meetings and communications ensure they are well-informed and involved in their child's learning journey. Feedback from parents/carers is welcomed and essential for the development and review of IDPs.

9. Inclusion and Accessibility

Twynyrodyn Community School is committed to ensuring that all pupils have equal access to school life. This includes:

- Adaptations to the school environment where necessary.
- Ensuring curriculum accessibility through differentiation and appropriate resources.
- Promoting social inclusion and the participation of pupils with ALN in all school activities.

10. Transition Planning

We support smooth transitions for pupils with ALN:

- **Early Years to Primary:** Close communication with nurseries to understand the needs of incoming pupils.
- **Within School:** Transition support when moving between classes or key stages.
- **Primary to Secondary:** Collaborate with receiving secondary schools to provide detailed ALN information and transition plans.

11. Training and Professional Development

Staff at Twynyrodyn Community School receive regular training to enhance their skills in supporting pupils with ALN. The ALNCo facilitates professional development sessions and ensures all staff are updated on best practices and legislative changes in ALN education.

12. Monitoring and Evaluation

The effectiveness of ALN provision is reviewed through:

- Regular assessments and progress reviews for pupils with ALN.
- Feedback from pupils, parents/carers, and staff.
- Annual evaluation of ALN procedures by the ALNCo and Headteacher, reported to the Governing Body.

13. Complaints Procedure

Parents/carers with concerns regarding ALN provision are encouraged to discuss these with the class teacher or ALNCo initially. Should concerns remain unresolved, they can follow the school's formal complaints process.

14. Policy Review

This ALN Policy will be reviewed annually by the Governing Body, with input from the Headteacher, ALNCo, staff, and relevant stakeholders.

This ALN Policy ensures that Twynyrodyn Community School meets its obligations under Welsh law, creating an inclusive, supportive learning environment for all students.