

YGG Parc y Tywyn :
Additional Learning Needs Policy



Our vision is that Parc y Tywyn School will provide opportunities for all to achieve their full potential in an inspiring, caring, inclusive environment.

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The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a school that respects rights, as well as teaching about children's rights, we also model rights and respect in all our relationships.

A policy for children with ALN must include the whole school's staff and reflect the principles of YGG Parc y Tywyn.

Aims of Ysgol Parc y Tywyn's ALN Policy

- To identify pupils with Additional Learning Needs as early as reasonably possible.
- To provide suitable and appropriate support as soon as possible once the need has been identified.
- To monitor the support provided and adapt if needed, including by engaging outside agencies and experts when appropriate.
- To offer ALN pupils a full, comprehensive and balanced education and to enable them to fulfil the requirements of the curriculum to the best of their ability with the aim of all learners reaching their full potential.
- To promote a child centred organization within the school, the school's ALNCO will work closely with the Headteacher, Class-Teachers and Teaching Assistants.
- To promote a positive relationship with parents/guardians who have children with ALN and to work in partnership with them through holding Person Centred Planning (PCP) meetings and develop Individual Development Plans (IDPs) following meetings.
- IDP's will be created for every child identified with ALN.
- To seek advice and work closely with outside agencies and experts when appropriate, and to effectively act upon the advice and support given.
- To recognize the importance of early identification of needs based on a robust, holistic approach to assessment. Continuous assessment and monitoring is built into all learning opportunities through teacher assessment.

School Approach

The Additional Learning Needs Co-Ordinator (ALNCO) is responsible for organizing and implementing the ALN Policy at Ysgol Parc y Tywyn. They will co-ordinate the educational provision for all pupils with ALN, working in partnership with the -

- Headteacher
- Class Teachers
- Teaching Assistants
- Outside agencies, e.g. educational psychologists, specialist teachers who visit the school, occupational therapists, etc.
- Parents and guardians of pupils with ALN or suspected ALN

The ALNCO is a member of the SLT and a Class-Teacher.

Meetings are held regularly for the ALNCO, Headteacher, teachers and Teaching Assistants to discuss progress, new initiatives, and the impact of interventions. Following discussions with the Class-

Teachers, they prepare a One Page Profile+ and an IDP for each pupil that has ALN. IDPs include details of the additional learning provision (ALP) that will be provided to the pupil and a One Page Profile+ includes details of the pupil's learning outcomes, the Universal Learning Provision (ULP) and Additional Learning Provision (ALP) that is provided, along with the role each stakeholder plays in order for the pupil to achieve the set outcomes. Parents/Guardians receive a copy of the IDP and profile and sign it to show that they agree with the content. The One Page Profiles are kept in each class and are monitored regularly.

The ALNCO and Interventions Co-ordinator are responsible for monitoring group interventions, for organising training for Teachers and Teaching Assistants, for tracking the progress of pupils on the ALN register (with the class teachers) and for modelling good practice.

The curriculum is introduced to all pupils on the ALN register in a differentiated method, depending on their respective needs.

The effectiveness of ALN provision at the school is evaluated by the Headteacher, the ALNCO and a representative of the Governing Body who has responsibility for ALN, under the following success criteria-

- The number of pupils requiring attention or support
- The needs of pupils in line with the Additional Learning Needs Code for Wales, based on school and outside agencies' assessments, namely the Educational Psychologist
- The time given to fulfil those pupils' needs and/or progress made by pupils
- Staffing the needs - financial obligations/most effective use of public funds

If a complaint arises from a parent/guardian in relation to any aspect of a pupil's IDP, they will be required to meet with the Headteacher first to discuss the matter. All complaints are thoroughly investigated in partnership with the ALNCO and the Headteacher. Should the matter require further attention parents will be directed to discuss the matter with the chair of governors/ALN governor.

Pupils joining the school with identified ALN

If a pupil, who has already been identified as having ALN, joins the school, all relevant information will be collected from the persons currently or previously responsible for the pupil's management. A PCP meeting will be held with all relevant people to consider the needs of the child and how the school will ensure reasonable adjustments are made in order to meet those needs. The parents/guardians of the child will be invited into school to meet with the ALNCO, the Class-Teacher and the Headteacher, if required.

The school will decide within 15 days if the pupil needs an IDP and will then prepare an IDP within 35 days following the decision. These timeframes are in line with the responsibilities of the school under the Additional Learning Needs Code for Wales 2021.

Transition points: Starting and leaving school

Prior to starting in Nursery, children identified as having ALN by health or educational professionals will have a School Entry Planning meeting. This will be attended by pre-school staff, school staff, any external professionals involved in supporting the child and the child's parents or guardians. This meeting is to plan how all concerned can make the transition to school as smooth as possible for the child. For children with medical needs, this will include identifying staff training needs to ensure the child's needs are fully met.

All children and parent/carers will be invited to attend transition sessions to ensure they are familiar with the staff and the setting in advance.

On moving to Secondary School, children in Year 6 with ALN are discussed with the ALNCO at the Secondary School once places have been allocated. In liaison with the secondary school a programme of support is organised for children with ALN which is detailed in a transition IDP. Partnership working to successfully transition pupils starts early. A representative from the secondary school is invited to attend pupil's Annual Review meetings, usually in Year 5, and in the summer term prior to leaving primary school at the end of year 6.

Where pupils with ALN move from Ysgol Parc y Tywyn to Local Authority allocated specialist provision, such as a Special School or ALN Unit, arrangements are made between the Local Authority and parents/guardians prior to any transfer happening.

Our school works collaboratively with the Health Service and the Education Welfare Service to provide pupils with the best possible support.

Our commitment to parents and guardians

The school will make every effort to ensure that parents and guardians play an integral part in their child's/ children's development. The school will ensure that parents/guardians are happy with all arrangements made to provide special attention to address their child's/children's needs.

Meetings are held with parents/guardians prior to conducting any formal assessments. The parents/guardians are informed of the stages of progression as the process continues.

Parents/guardians will be invited to attend key meetings where their child's needs and support are discussed. including meetings relating to the transition of their child into or out of the school.

The school has an open-door policy.