





## ADDITIONAL LEARNING NEEDS POLICY

Version Control	Version 1
Adoption Date	11 <sup>th</sup> November 2024
Review Date	Autumn 2025

Chair of Governors		11 <sup>th</sup> November 2024
Headteacher		11 <sup>th</sup> November 2024



# CONTENTS

Our Purpose, Vision and Values .....	3
1. Definitions.....	4
2. Introduction .....	7
3. Fundamental principles .....	8
4. Roles and responsibilities.....	10
5. Referrals.....	13
6. Individual Development Plan (IDP) .....	15
7. Inclusion.....	16



## OUR PURPOSE, VISION AND VALUES

### PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

### VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

### VALUES

Be <b>Brave</b>	We will not be afraid to take risks and will overcome challenges by being resilient.
Be <b>Respectful</b>	We will be kind and value everyone in our community.
Be <b>Optimistic</b>	We will embrace opportunities and challenges with a 'can-do' attitude.
Be <b>Trusting</b>	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be <b>Aspirational</b>	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have <b>Fun</b>	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

## 1. DEFINITIONS

### 1.1. Additional learning needs (ALN):

- 1.1.1. 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.
- 1.1.2. 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.
- 1.1.3. A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- 1.1.4. A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

### 1.2. Additional learning provision (ALP):

- 1.2.1. “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,
  - (c) places in Wales at which nursery education is provided.
- 1.2.2. “Additional learning provision” for a child aged under three means educational provision of any kind.

- 1.2.3. “Nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

1.3. Philosophy:

- 1.3.1. At Ysgol Bro Taf, it is our belief that all pupils, irrespective of their additional learning needs (ALN) or disabilities, will benefit from education and social inclusion. The school promotes inclusion and aims to overcome any barriers that hinder progress in pupils learning.
- 1.3.2. Ysgol Bro Taf prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. A criterion of the school’s success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many pupils throughout their full-time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is ‘additional to’ or ‘different from’ the education provision made generally for pupils.
- 1.3.3. Ysgol Bro Taf is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs:
- Pupils with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
  - To provide provision through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
  - To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
  - To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process.
  - To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
  - There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
  - The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils’ needs. The school will maximise present best practice and policies to meet need.
  - Pupils will be fully involved in transition phases, when entering the school and when moving on to college and work.

- 1.3.4. Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.

## 2. INTRODUCTION

- 2.1. This Additional Learning Needs (ALN) policy details how Ysgol Bro Taf, including the Learning Support Class (LSC) for SEBD and the Alternative Curriculum provisions, will endeavour to ensure that the necessary provision is made for pupils with additional learning needs, and that those needs are shared with all who are likely to teach and support them.
- 2.2. Ysgol Bro Taf will strive to ensure that staff are able to identify and provide reasonable adjustments for those pupils who have additional learning needs. This will allow pupils with additional learning needs to participate in school activities with those who do not have needs, so far as is reasonably practical and compatible with the child receiving the provision.
- 2.3. The staff and governors of the school will endeavour to ensure that all ALN pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support staff in providing positive whole school approaches towards the learning, progress and achievement of ALN pupils. All teachers are expected to be successful teachers of ALN pupils and, as such, teaching and supporting our ALN pupils is a whole school responsibility, requiring a whole school response.
- 2.4. Meeting the needs of ALN pupils requires partnership working between all those involved, to include the Local Authority, school, parents / carers, pupils, children's services and all other relevant external agencies. The school is committed to welcoming all pupils. Reasonable adjustments will be made where necessary, and as far as possible, to enable all pupils for whom the school is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### 3. FUNDAMENTAL PRINCIPLES

#### 3.1. The school aims to ensure that:

- all staff have a responsibility for ALN pupils, and all teachers are teachers of pupils with ALN.
- teachers are aware of the importance of early identification and of providing for ALN pupils whom they teach.
- ALN pupils will have their needs met.
- pupils' views will be encouraged at all stages of their education and at all stages of the Code of Practice 2021. A Person-Centred Approach (PCP) to all need's investigation and graduated response.
- partnership with parents / carers will play a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support. Parents / carers through the process of transition and adjustment.
- ALN pupils are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways.
- ALN pupils have full access to all school activities so far as it is reasonably practical and relates to the individual pupils' needs.
- we work in partnership with external agencies to meet the needs of the pupil.
- there is a smooth transition at every stage for the pupil.
- all procedures for ALN pupils should promote and encourage inclusion, not segregation.
- pupils should not be disapplied except under extreme circumstances where not to do so would disadvantage the individual pupil.

#### 3.2. This Additional Learning Needs Policy is governed and informed by the statutory framework set out in:

- The Education Act 1996
- The ALN code of practice 2001
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education and skills Act 2006
- The Equality Act 2010
- Additional Learning Needs and Education Tribunal (Wales) Act 2021.

#### 3.3. The school plays an important part in assisting the personal and social development of pupils as they mature, and is committed to achieving the following outcomes from this policy in line with the Ysgol Bro Taf's aim from Nurturing UK:

- Pupils have high expectations of themselves
- Pupils develop a set of values to include honesty, tolerance, resilience, respect, responsibility, ambition, equity, self-discipline, and self-esteem
- Pupils who are able to develop sensitive relationships, both within the school community and in their lives outside the school



- A whole school inclusive approach to ALN that gives all pupils access to a broad, balanced and relevant curriculum.

## 4. ROLES AND RESPONSIBILITIES

- 4.1. Meeting the needs of pupils with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from IDPs and 'All About Me' profiles will deliver and assess achievement and progress according to the needs of the pupil.
- 4.2. The Headteacher and School Leadership Team will:
- advise the governors on policies to meet their statutory responsibilities under the ALNET Act
  - work to agree the school ALN ethos and policy and to implement the agreed vision and policy
  - oversee all aspects of strategic leadership and management
  - ensure that the ALNCo has enough time and resources to carry out their duties.
- 4.3. The ALNCo will:
- ensure the daily implementation and review of the school Additional Learning Needs Policy
  - ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school
  - ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN
  - ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the 'All About Me' profiles, and IDPs
  - monitor and evaluate the person-centred approach used across the school
  - monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention
  - liaise with and advise colleagues through the appropriate channels on additional learning needs matters
  - oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school
  - ensure a clear process of appeal and dispute resolution in relation to ALN
  - contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs
  - work alongside partner primary schools and the Local Authority.
- 4.4. Teachers will:
- provide high quality teaching and learning as part of the universal provision of the school
  - implement any reasonable adjustments through universal provision
  - implement the school's ALN Policy
  - ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's 'All About Me' Profile and IDPs
  - ensure that achievement and progress are also appropriate to the needs of the pupil
  - support the school processes around early identification, targeted intervention, and a graduated response to meet individual need

- work with Teaching Assistants and Learning Coaches (where relevant) in the delivery of lessons in supporting pupils and the assessment of pupil progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required
- differentiate learning and materials and set achievable goals to ensure that pupils experience success
- attend reviews and discussions on pupil progress, as required
- record and report any concerns on pupil progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Heads of Year and School and Headteacher where appropriate).
- communicate with parents / carers, raising concerns and celebrating progress.

4.5. The Head of Lower School / Head of Faculty will:

- ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty
- ensure reasonable adjustments as part of universal plus provision are in place across the subject area
- implement the ALN Policy
- ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs
- work with Teaching Assistants and Learning Coaches and involve them in the practice and pedagogy of the department / faculty / subject area
- review the attainment of pupils, set targets and review via action planning
- liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Heads of Faculty / Heads of Schools and Headteacher)
- co-ordinate targeted intervention for pupils with additional learning needs in their department / faculty, where appropriate
- contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the ALN Team as required.

4.6. The Head of School / Head of Year will:

- identify and monitor the progress of all pupils
- liaise with teaching staff on pupil provision and progress
- oversee all pupils in their Year Group and update specific 'All About Me' Profiles and when reviewed within the normal assessment cycle (e.g. CLA, Behaviour)
- contribute to the annual reviews of IDPs
- attend reviews and discussions on pupil's progress with parents and outside agencies, as appropriate.

4.7. Teaching Assistants / Learning Coaches will:

- ensure the daily implementation of the school's Additional Learning Needs Policy
- liaise with and advise teaching staff on additional learning needs matters
- have a full knowledge of the pupils' needs, provision and targets set out in the 'All About Me' Profiles (where relevant, the IDP Outcomes) and implementing the agreed provision
- attend reviews and discussions on pupils' progress as appropriate
- support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil
- provide administration support for ALN as required

- ensure the daily implementation of the school Additional Learning Needs Policy
- ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews).

## 5. REFERRALS

- 5.1. Ysgol Bro Taf has a referral system for Heads of Faculty to refer to the ALNCo for investigation. This is the first step of the process in identifying if a pupil will require a PCP meeting to determine if a pupil has ALN or No ALN (NALN).
- 5.2. The ALNCo will assess the provision in place to determine which category the pupil will be placed in on the Provision Map. If, ALN status has been granted then Additional Learning Provision (ALP) will be required. The ALP will be categorised into the following:
- 5.2.1. Universal Provision:
- Learning environments are tailored to meet the needs of all pupils, so they are able to make progress in learning and wellbeing
  - Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, an 'All About Me' profile may be developed to share this information with all stakeholders
  - All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation
  - For all pupils with identified additional learning needs, 'All About Me' Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. 'All About Me' Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches
  - Individual Development Plans are stored securely on Provision Maps for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need
  - Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision
  - The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures
  - Parents can discuss any specific ALN concerns with the ALN / Wellbeing Team. The Complaints Policy is accessible through the School Website.
- 5.2.2. Targeted Provision:
- Professionals working with the child or young person have appropriate knowledge and skills to monitor the specific needs. They can act accordingly if additional support is required
  - School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. An 'All About Me' Profile is developed with

all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

#### 5.2.3. Specialist Provision / External Agency Support:

- The child or young person has a complex need which means in order to meet need and make progress, specialised provision is required
- This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs
- Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need
- Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents / carers, the pupil, and school staff
- In all cases of an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

## 6. INDIVIDUAL DEVELOPMENT PLAN (IDP)

### 6.1. School based IDP:

- 6.1.1. An IDP will be written for those pupils identified as having Additional Learning Needs.
- 6.1.2. There is a process with time scales for the ALNCo to adhere to.
- 6.1.3. The IDP will map out individual provision in line with progress in each provision category above.
- 6.1.4. If progress is observed during reviews of the IDP, pupils will move to school based Targeted Provision and the ALN removed.
- 6.1.5. If no progress is observed with school-based provision and the support of external referrals, then they will progress to Specialist Provision and will require a Local Authority based IDP.

### 6.2. Local Authority Individual Development Plan:

- 6.2.1. In a very few cases, if a young person continues to demonstrate significant cause for concern despite Specialist Provisions implemented, a request may be made to the Local Authority for them to write and manage the IDP.
- 6.2.2. This will decide the nature of the provision necessary to meet the young person's ALN. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Specialist Placement Panel.
- 6.2.3. The pupil will have demonstrated significant cause for concern and the school will provide written evidence in a referral through the Portal system detailing:
  - the school's action and graduated response
  - individual education plans for the pupil
  - records of regular reviews and their outcomes
  - the pupil's health including the pupil's medical history where relevant
  - attainment in literacy and numeracy
  - educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
  - views of the parents / carers and of the pupil; and involvement of other professionals for example involvement by the social services or Educational Psychology.

## 7. INCLUSION

- 7.1. All pupils are admitted to Ysgol Bro Taf by negotiation with the Local Authority. All 'out of catchment' pupils with Additional Learning Needs are admitted to the school in accordance with the Local Authority's Admissions Policy. The ALNCo will attend all admissions meetings for pupils with ALN.
- 7.2. Pupils accessing the LSC for SEBD, can only be admitted through RCT Access and Inclusion Services.
- 7.3. The allocation of resources to support pupils within Ysgol Bro Taf with ALN is as LA policy and direction of funding.
- 7.4. Pupils in the LSC for SEBD are taught in small groups, mainly by staff who are specifically trained in meeting the needs of pupils with ALN. Pupils are integrated into the mainstream curriculum lessons on a planned individualised timetable.
- 7.5. ALN pupils in mainstream have access to a full curriculum. In Year 7 and 8 there is an ALN specific class called 'Aspire' that differentiate the curriculum to meet the needs of pupils.
- 7.6. Pupils attached to the LSC are integrated within their peer groups during lessons and unstructured time.
- 7.7. Additional provision is made for pupils acquiring extra literacy and numeracy support within our Skills Centre's supported by Learning Coaches. ALN pupils also have provision in place for basic skill functioning within the ALN staff team.
- 7.8. Pupils' social and emotional needs are met through various interventions such as ELSA, Dog Therapy, Relax Kids and Drawing and Talking.
- 7.9. Class Charts and Provision Map software packages are used to disseminate information to staff consistently.
- 7.10. All ALN pupils are invited to an annual or transition review meeting. Parents / carers are also encouraged through close communications with ALNCo / Teaching Assistants to involve themselves in the education of their pupils on a regular basis. Class Charts communication is used to liaise with both parents / carers and pupils.
- 7.11. Pupils are encouraged to work to their full potential and fully participate in all aspects of school life.
- 7.12. Close links exist with all partner primaries and the specialist ALN provision in Rhondda Cynon Taf and neighbouring authorities. Cluster consultations are used to share information and good practice. Transition Profiles are key to gain knowledge of a pupil's ALN.
- 7.13. In the event of any complaint regarding ALN, contact should be made in the first instance with the ALNCo or the ALN Assistant.



- 7.14. ALN training forms an important part of the school's continuing professional development programme for the whole school to include subject departments, faculties, support staff and ALN staff.
- 7.15. The school makes regular use of, and works closely with, external agencies such as the school's Educational Welfare Officer, RCT Learner Support Service, Educational Psychology Service, the School Medical Officer, Social Services, the Speech and Language Service, Hearing and Visual Impaired Services, Behaviour Support Service, ALN Careers Wales Service.
- 7.16. The school recognises the importance of working closely with the parents / carers of pupils with ALN and the partnership involved. Parents are encouraged to contact the school at any time to discuss their child's progress or any concerns.
- 7.17. The school has regular contact with post 16 provisions to ensure that its pupils make a smooth transition into the next phase of their education.
- 7.18. Pupils' progress is regularly reviewed in line with the Code of Practice.

## 8. IDENTIFICATION, MONITORING AND EVALUATING

- 8.1. Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all pupils with additional learning needs are supported to overcome barriers to learning and achieve their full potential.
- 8.2. Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at Ysgol Bro Taf.
- 8.3. Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.
- 8.4. Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.
- 8.5. The following are used in determining a pupil's level of need:
  - Standardised assessment data
  - Teacher assessment data
  - Diagnostic testing assessments by intervention staff, ALNCo and outside agencies
  - Behaviour logs
  - Transition information from previous setting / school
  - Information provided from external professionals
  - Reference to previous concerns or discussions with parents / carers
  - The assessment and wellbeing systems collate data on pupils that provide teachers, parents / carers and most importantly the pupil with clear information to inform their learning. This data is used in the tracking and monitoring of pupil progress and to determine their learning requirements.
- 8.6. Monitoring and Evaluation
- 8.7. The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:
  - analysis of pupil tracking data and test results
  - monitoring of procedures and practice by the Senior Leadership Team and the Heads of School
  - reviewing 'All About Me' Profiles and IDP outcomes
  - school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Improvement Plan (SIP)
  - review of delegated spend
  - effectiveness of the school provision map
  - ALN moderation process at LA level
  - the School Improvement Plan
  - ALN Departmental meetings

- pupil assessments for review meetings
- pupils voice
- pupil and parents / carers views relating to the statutory review of IDP need.
- evaluation of IDPs.
- value added assessment data collated from the external examination procedure.
- internal teacher assessment collated within the Review process.
- attendance of LA ALNCo meetings.
- parents / carers voice via Parent / Carer Forum meetings.