



Additional Learning Needs (ALN) POLICY

The definition of Additional Learning Needs

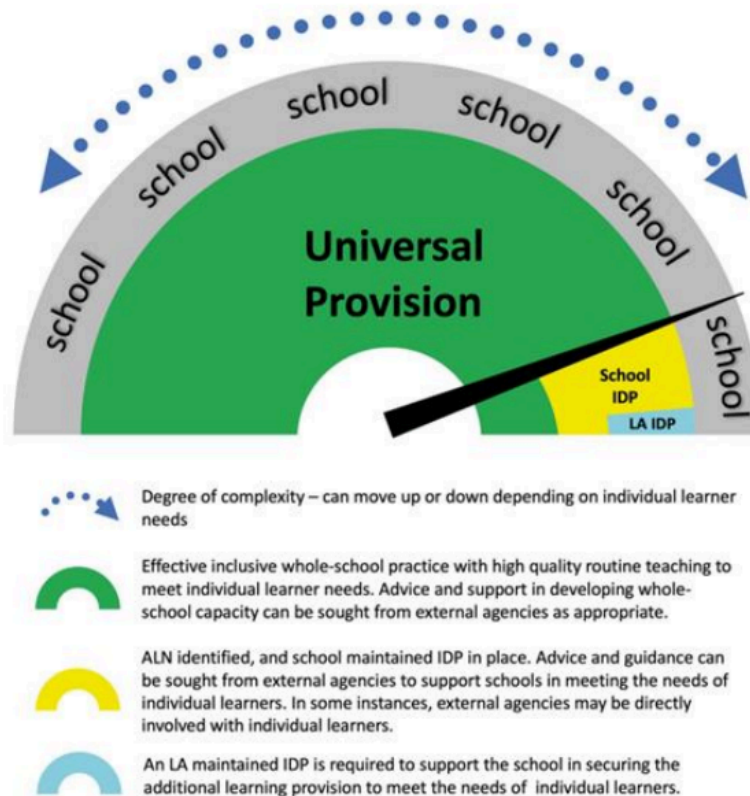
Trallwng Infants School has adopted the definition outlined in the Additional Learning Needs Code for Wales 2021.

This states that -

- 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.
- 2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she -
 - has significantly greater difficulty in learning than the majority of others of the same age, or
 - 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 of a kind generally provided for others of the same age in mainstream maintained schools.
- 3) 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.

Universal Provision

The vast majority of our pupils will not have ALN and will not require provision which is significantly greater than that offered as universal provision across the school. This is illustrated in the diagram below.



We are continually working to strengthen our universal provision, which will include-

- high quality whole class teaching
- effective differentiation
- guided and group work
- interventions
- appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled.

All pupils in the school will have the opportunity to create a One Page Profile, which will be completed with the contributions of parents/carers.

Pupils attending universal interventions will have targets set for them to work towards. These will be regularly monitored and reviewed internally by the staff working with the pupil.



Identifying Additional Learning Needs (ALN)

A small number of our pupils may have ALN. That is a need which is significantly greater than his / her peers, which requires Additional Learning Provision (ALP) over and above what is readily available to young people within the school.

As stated in the Additional Learning Needs Code for Wales 2021, there is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following 4 areas:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development.
- Sensory and/or Physical

Early identification of ALN and the timely delivery of the interventions are central to ensuring pupils with ALN have the opportunity to succeed and have access to an education which meets their needs.

A decision as to whether a pupil has ALN will be based on a wide range of evidence gathered over time including:

- observational data
- standardised screening or assessment tools and frameworks
- developmental checklists
- the quality of their work
- scaling questionnaires
- assessment from other agencies
- behavioural and social emotional questionnaires and standardised tests

Identifying whether a pupil may have ALN and the subsequent decision as to whether the person has ALN requires evidence. This evidence might come from staff within a school, or other services which have been involved with a pupil. It might also come from the pupil themselves or the parent/carers.



Process for deciding if a pupil has ALN

The possibility of the pupil having Additional Learning Needs (ALN) is raised by the pupil, parent/carer, teacher or external agency. The date and summary is recorded and the pupil and/or parent/carer is notified of the possibility that he / she has ALN has been raised.



A meeting is held with all relevant individuals that support the pupil, to consider the pupil's needs. Discussions as to whether the pupil has ALN takes place and a decision is made.



If ALN is present and the pupil and/or parent/carer gives consent, an Individual Development Plan (IDP) will be written.

The school is not bound to make a decision about whether a pupil has an ALN if any of the following circumstances apply:

- a) an IDP is already in place.
- b) the school previously decided the issue and is satisfied that the pupil's needs have not changed since that decision and there is no new information which affects that decision.
- c) the pupil does not consent to the decision being made.
- d) the pupil is dual-registered and a local authority is responsible for the pupil.

In a small number of cases, where the pupil's ALN calls for ALP which it would not be reasonable for the school to secure, then the school would refer this to the Local Authority.

Ceasing an IDP

There may be several reasons why the school's duty to maintain an IDP ceases, including:

- a) the school decides that the pupil no longer has ALN and that decision is not successfully challenged.
- b) the pupil no longer consents to the IDP being maintained.
- c) the pupil is no longer registered at the school.



Considering and using evidence

Slow progress and low attainment do not necessarily mean that a pupil has ALN and would not automatically lead to a decision that the pupil has ALN.

Many factors contribute to poor academic performance or inadequate progress. These can include poor attendance records, not having adequate learning opportunities, frequent moves or changes to teaching staff or the learning environment or wider social and family challenges. Although these factors could be present where a pupil has ALN and might even contribute towards ALN, they do not necessarily mean that the pupil has ALN.

According to the Additional Learning Needs Code for Wales 2021, a diagnosis of a disability, medical condition or having English as an additional language does not necessarily mean that the pupil has an ALN. Further detail taken from the Code is outlined below.

Disability

Not all pupils who have a disability (as defined by the Equality Act 2010), will have ALN. It is only where the pupil's disability prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream maintained schools and this calls for ALP, that they have ALN (unless they have ALN because they have a learning difficulty that calls for ALP).

To amount to ALN, a disability need not affect access to educational facilities in all areas of learning but might be, for example a physical impairment that only affects access to physical educational facilities and calls for ALP in relation to physical education only. A pupil may be performing well across all areas of the curriculum but still have ALN because they have a disability that is preventing or hindering them from making full use of educational facilities unless ALP is made for them.

There are some forms of disability where the nature of the disability means it is likely that the pupil will have ALN. For instance, those who are sight or hearing impaired, or have a combination of both, such that it has a significant effect on their day to day lives. If the impairment is likely to prevent or hinder them from making use of educational facilities and is likely to call for ALP, then the pupil will be classed as having ALN.

Language (or form of language)

A pupil does not have a learning difficulty or disability - and therefore, does not have ALN - solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is, or has been, spoken at home.



Those with Welsh or English as an additional language might need extra support to reach their potential, but do not necessarily have ALN. That said, when a pupil has Welsh or English as an additional language and makes slow progress (despite differentiated teaching to support them), consideration ought to be given as to whether there is a wider issue.

Medical Conditions

In some cases, medical conditions may have a significant impact on a pupil's experiences and on the way they function in school or further education, such that they result in a learning difficulty or disability within the meaning of that term. The impact may be a direct one, in that their cognitive abilities, physical abilities, behaviour or their emotional state may be affected. The impact could also, or alternatively, be indirect, for example by disrupting their access to education through unwanted effects of treatment or through the psychological effects that serious or chronic illness or disability can have on a pupil and their family.

However not all pupils with a medical condition will have ALN. As with other learners, the question is always whether the pupil has a learning difficulty or disability which calls for ALP. There will be instances where a pupil with a medical condition does not have a learning difficulty or disability, or if the person does, the learning difficulty does not call for ALP. In these cases, the pupil's needs ought to be met through other means.

Providing Additional Learning Provision (ALP)

ALP can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to or different from that made generally for others of the same age. ALP might also be delivered in settings outside of the school in some circumstances and/or by external professionals.

Applying the definition

To establish whether a pupil has ALN, the Additional Learning Needs Code for Wales 2021 states that the following tests **must** be applied:

a) Does the pupil have a learning difficulty or disability?

Firstly, does the pupil have a learning difficulty (which may or may not arise from a medical condition)?

The key questions to ask are, therefore:



- Does the pupil have a greater difficulty in learning than the majority of others of the same age?
- Does the pupil have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools?

If the answer to either (or both) question is yes, it is necessary to proceed to the second test. If the answer is no to both questions, the pupil does not have ALN.

b) Does the learning difficulty or disability call for ALP?

The second test is whether the pupil's learning difficulty or disability calls for ALP.

If the child or young person has a learning difficulty or disability which calls for ALP, the pupil has ALN.

Right to appeal / Complaints relating to ALN

Here at Trallwng Infants School, we aim to place the pupil at the heart of any ALN processes, where the views, wishes and feelings of the pupil and pupil's parent / carer are central to the planning and provision of support; and the pupil and pupil's parent / carer is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.

We strive to ensure that early identification systems alongside robust intervention where possible (where needs are identified) prevent the development or escalation of ALN.

Wherever possible we endeavour to work collaboratively with external agencies to ensure ALN are identified early and appropriate coordinated support is put in place to enable pupils to achieve positive expectations, experiences and outcomes.

We promote an inclusive education where the majority of pupils with ALN are supported to participate fully in mainstream education and the whole setting approach is taken to meet the needs of learners with ALN.

Should parents / carers / pupils disagree with anything in relation to ALN, they should contact the school and ask to speak to the ALNCo. We will endeavour to resolve any concerns that may arise.



SNAP Cymru have provided helpful information on their website to show the process of dispute and resolution (<https://www.snapcymru.org/get-support/what-if-we-cant-agree/>)

Parents / carers and pupils are advised that they are able to access external agencies which provide advocacy services such as SNAP Cymru.

Signed: <i>O. Roche</i>	ALNCo	Date: 11/01/2024
Signed: <i>S. Francis</i>	Headteacher	Date: 14/01/2024
Signed: <i>L. Davies</i>	Chair of Governors	Date: 14/01/2024

Review Date: Spring 2025