

# Hendre Junior School



**ALN Policy**  
Junior School

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## **1. Summary**

This ALN Policy defines Hendre Junior Schools approach, objectives and plans (within the context of current legislative changes) to support all stakeholders in meeting the needs of children and young people with additional learning needs (ALN) to overcome barriers and challenges to enable them to reach their full potential.

The policy sets out the National context for meeting the needs of all learners, as outlined by the Education in Wales: Our National Mission Action Plan 2017-21 and the Additional Learning Needs and Education Tribunal (Wales) Act.

Both the plan and the Act advocate the need to work in partnership to ensure that all learners are inspired, motivated and supported to reach their potential and that every learner has access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The duties placed on Local Authorities by the Act and the new Additional Learning Needs Code, (due in 2021) are highlighted.

Definitions of ALN and Disability are provided. The principles underpinning the ALN system are discussed and the importance of including children and young people in decisions which affect them are highlighted, as this can contribute to better outcomes for them.

The key partnerships with the Education Achievement Service (EAS), local and regional services, schools and other educational settings are set out to emphasise the importance in facilitating high quality support and provision and developing the knowledge and skills of all school staff to effectively support children with additional learning needs.

The roles and responsibilities of all stakeholders including the Governing Body, Senior Leadership Team, ALNCo, Teachers, Parents and the Local Authority with respect to the duty outlined in the Additional Learning Needs Act and Code to identify whether a child or young person has additional learning needs, prepare, maintain and transfer an IDP, Partnership/Dispute resolution, Safeguarding and Monitoring, Evaluation and Review are highlighted.

Finally, the range of training to support pupils with Additional Learning Needs is outlined. This will be updated as and when new opportunities for training arise.

## **2. Context**

### **National Context**

All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Equity requires that we ensure that the system takes account of and responds to the unique challenges that present themselves to individuals or groups of learners. We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child's life. Our twenty-first century curriculum will help schools focus effectively on learner well-being, equity and excellence. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. Children and young people who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

Working in partnership, we are determined that no challenge should prevent any learner from reaching their potential, including those learners who experience several Adverse Childhood Experiences (ACEs).

*(Education in Wales: Our National Mission Action Plan 2017 – 21)*

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent.

There is a clear duty on local authorities to favour education at mainstream maintained schools;

- The power of local authorities to secure additional learning provision (ALP) at independent schools will be limited.

The Welsh Government is committed, to ensure that all learners are inspired, motivated and supported to reach their potential. Every learner should have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The Act places a range of duties on the local authorities in relation to additional learning needs (ALN) which can be grouped as follows;

- Specific duties in relation to individual learners (usually those in their area) such as duties to maintain individual development plans (IDPs) for some learners (including learners who are dual registered and those with more complex needs).
- General duties – to support the functioning and effectiveness of the additional learning needs system – including the duty to provide information and advice and the duty to keep additional learning provision under review.

- Local authorities will be directly responsible for meeting the needs of children and young people with the most complex and/or severe needs, those who do not attend a maintained school or further education providers in Wales (including those below school age).
- To have due regard to the United National Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with a child or young person. (It provides guidance on actions local authorities and NHS bodies might consider taking when discharging these duties).

The new Additional Learning Needs Code will be in place from 2021. This will impose a duty on local authorities, early years setting, schools, providers and further education providers to determine whether children and young people aged 0-25 have additional learning needs (ALN), which calls for additional learning provision (ALP). Once a school or setting has decided that a child has additional learning needs (ALN), it must prepare an Individual Development Plan (IDP) for that child. Where emerging needs are identified particularly in very young children this does not necessarily require an identification of an additional learning need but may require early intervention.

The Code sets out the general principles underpinning the additional learning needs system which are reflected in the 2018 Act.

- A rights-based approach where the views, wishes and feelings of the child or the child's parent(s) / carers are central to the planning and provision of support; and the child, child's parent are enabled to participate as fully as possible in the decision making process.
- Early identification intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
- Collaboration where all those involved in planning and providing support to children and young people with additional learning needs (ALN) should work in the best interests of the child or young person.
- Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with additional learning needs (ALN).
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of additional learning provision (ALP) in Welsh over time

In following the Additional Learning Needs Legislation and Guidance consideration must be given to other relevant legislation and guidance such as the United Nations Convention on the Rights of the Child, The Social Services and Wellbeing Act and The Equalities Act.

**Regarding the context of Hendre Junior School, the rights needing to be considered are.**

**Article 2 – Non-discrimination;**

**Article 3 – Best interests of the child;**

**Article 5 – Parental guidance and a child’s evolving capacities;**

**Article 6 – Survival and development**

**Article 12 – Respect for the views of the child;**

**Article 13 – Freedom of expression;**

**Article 16 – Right to privacy**

**Article 18 – Parental responsibility**

**Article 23 - Disabled children**

**Article 24 – Health;**

**Article 25 – Review of treatment in care;**

**Article 28 – Education;**

**Article 29 – Goals of education;**

**Article 30 – Minority and first language rights;**

**Article 31 – Leisure, play and culture.**

**These rights must be upheld to ensure our ALN policy puts the children’s views and needs at the core of planning and service delivery, therefore allowing all children to have an equal opportunity to thrive at Hendre Junior School.**

## **Local Context**

This policy is supported by the aims and objectives identified in wider local authority strategies including the CCBC Service Improvement Plan (2020), Corporate Plan (2018-2023) Education Achievement Service (EAS) Business Plan (2017 – 2020), Caerphilly Council Well-being Objectives 2018-2023, Shared Ambitions Strategy (2019 – 2022), Inclusion Strategy, Wellbeing Strategy, Education Other than at School (EOTAS) strategy and Not in education, employment or training (NEETS) strategy.

Objectives that relate to this includes to:

- Raise the standards of attainment.
- Support those who are not able to follow a traditional attainment path.
- Improve the learning environment.
- Improve skills for a digital age.
- Support learning that enables young and adult employment opportunities.
- Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

The Local Authority will be looking at how it can help those who are more vulnerable and unable to access a traditional pathway, as well as provide learning for young people and support for adults, whether that is to provide more skills or opportunities

into employment. This objective is about preventing longer term problems for future generations that are associated with low skills and lack of learning opportunities.

*(Caerphilly County Borough Council – Corporate Plan 2018 – 2023)*

The Local Authority is committed to the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities. It provides opportunities for adults and young people to improve their life chances by gaining qualifications and supports them into sustainable employment.

The education directorate will focus on:

- Improving the provision and outcomes for vulnerable groups of learners
- Early intervention
- Reducing the rates of exclusions, therefore impacting upon pupil attainment and outcomes
- Securing excellence in learner well-being
- Ensuring that the Local Authority is fully compliant with the Additional Learning Needs and Tribunal Act 2018 (implementation date September 2021).

Exceptionally it is recognised that for a small minority of children and young people with severe and complex needs, alternative provision arrangements will need to be identified. Within the Local Authority (LA) there is a continuum of specialist provision that includes Trinity Fields School and Resource Centre (main school and satellite provision), which is an additional learning needs centre of excellence, and specialist resource bases attached to mainstream schools. These facilities are appropriately resourced to meet the needs of children and young people with more significant additional learning needs including those that are educated through the medium of Welsh.

Caerphilly County Borough Council believes that for the majority of children and young people the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they may require help and support from other agencies, including the Local Authority. There will be a small but significant group of children and young people who may be unable to be educated in school at a given point in their life. Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so; therefore Education Otherwise Than At School (EOTAS) provision is not to be considered as a long term solution. The Local Authority education other than at school strategy and associated policies and guidance provide further detail regarding the approach taken by the Local Authority in this area.

## 4. Definitions

### Additional Learning Needs

A child/young person is said to have 'additional learning needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education.

Key questions:

- Does the child have significantly greater difficulty in learning than the majority of others of the same age?
- Does the child have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained school or mainstream further education providers?

### Disability

According to legislation, children and young people are considered to be disabled if they are

*“blind, deaf or dumb or suffer[s] from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989.*

*A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995.”<sup>3</sup>*

## 5. Principles and Aims

The principles underpinning the additional learning needs system are to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enable them to participate in, benefit from, and enjoy learning. These principles will be fully adopted at Hendre Junior School.

Hendre Junior School will include the participation of children and young people in decisions which affect them, which ultimately may contribute to better outcomes for them.

At Hendre Junior School this will ensure:

- Families are supported with their child's development.



- Practitioners supporting children and young people with additional learning needs have a better understanding of the child or young person, including who they are and what are important to them.
- There are increased expectations of children and young people based on an understanding of the child or young person's strengths and potential.
- The development of personalised learning based on the identification of targets that build on the strengths of children and young people with additional learning needs are central.
- More effective planning and delivery of ALP which supports children and young people to work towards achieving positive outcomes based on their ambitions and aspirations.
- The empowerment of children and young people through celebrating their achievements and abilities and focusing upon the possibilities, rather than the problems they face.

The school's objective is to achieve high quality support and provision by working in partnership with a wide range of outside partners.

The school is committed to raising attainments and achievements, celebrating progress towards realistic goals which are motivating and jointly developed with children and young people.

The school will provide a range of training and professional development programmes and information sharing forums for all stakeholders in order to maintain and develop knowledge and skills to effectively support children and young people with additional learning needs (ALN).

The aim therefore is to ensure that we:

- Incorporate processes and practice that adheres to the stipulations set out in the additional learning needs code of practice and the additional learning needs Act.
- Works together to deliver the best outcomes for children with additional learning needs.
- Support each other to develop an inclusive and highly skilled universal provision.
- Attempts to raise achievement and attainment by removing barriers to learning.
- Ensure early identification and intervention for children and young people who have additional learning needs and establish coordinated approaches across services and settings that work.
- Increase physical and curricular access for all children and young people with additional learning needs.
- Develop a fair and equitable system for providing resources and support to meet an array of additional learning needs.
- Build on existing expertise and enhance the professional development of all staff working with our children with additional learning needs.

## **6. Roles and Responsibilities**

### **Person Centred Practice**

Person centred practice puts the child, child's parents or young person at the centre of decisions. This approach had been fully adopted at Hendre Junior School. We will use a range of resources to gather relevant information and to inform actions to support learners with an additional learning need.

### **Identifying Additional Learning Needs and Additional Learning Provision**

Additional learning needs processes will be based on the premise that:

- the views, wishes and feelings of the child and the child's parent or the young person are central to the process.
- the child and the child's parent or the young person should be enabled to participate as fully as possible in decisions.
- appropriate information and support is provided to enable participation in decision making.

At Hendre Junior School paperwork, at all levels, will reflect Person Centred Approaches and information collated through person centred reviews forms the focus of decisions about additional learning needs.

At Hendre Junior School we are responsible for operating in accordance with legislation and adhering to the additional learning needs Code, recognising and responding to the diverse needs of our learners, while also offering a continuum of support and services to match those needs.

When it is brought to the attention of, or appears to Hendre Junior School that one of our pupils (who does not have an Individual Development Plan (IDP) or Education Health Care (EHC) Plan) may have additional learning needs, we will follow the process outlined below: (different arrangements apply if pupils are dual registered, looked after, detained, an English resident without an EHC plan):

- Obtain child (or parents) consent to discuss / make a decision about whether the child has additional learning needs.
- Prepare an Individual Development Plan when the school considers the child has additional learning needs.

*Where it has been determined that the child has additional learning needs which calls for Additional Learning Provision (ALP) and it would not be reasonable for the setting to secure, they can refer the matter to the Local Authority responsible for the child or young person for consideration.*

## **The Governing Body**

The governing body of Hendre Junior School must have regard to relevant guidance in the Additional Learning Needs Code. The governing body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate Additional Learning Provision for learners with Additional Learning Needs.

## **Senior Leadership Team**

The SLT will advise, support and challenge the systems and processes to identify and meet the needs of the learners. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the additional learning needs Act, the additional learning needs Code and Equality Act 2010.

## **Additional Learning Needs Coordinator (ALNCo)**

The additional learning needs coordinator, at a strategic level, will ensure the needs of all learners with additional learning needs are met within Hendre Junior School. The additional learning needs coordinator will form part of the Senior Leadership Team. The additional learning needs coordinator will have responsibility for deploying and supporting staff and will be involved in decisions around budgets and resources to plan appropriate provision.

The additional learning needs coordinator will ensure IDPs and other associated records are maintained and kept up to date and will have regard to the views, wishes and feelings of the child, the child's parent or the young person.

The additional learning needs coordinator will secure relevant services that will support the learner's ALP as required and this may involve liaising with specialist external services.

The additional learning needs coordinator must prepare and review information required to be published by the governing body pursuant to the additional learning needs Code.

## **Teachers**

Teachers are responsible for the day-to-day process of supporting every learner with additional learning needs. This will be sought through **effective Universal and Targeted Provision and well thought out differentiation**.

The class teacher will work closely with the additional learning needs coordinator to assess the child and to track child's progress in order to provide a learning programme best suited to the needs of the child. The class teacher will support the additional learning needs coordinator in gathering evidence to inform the graduated response.

The class teacher will also make effective use of teaching assistants deployed to support learners.

### **Local Authority**

Where it appears to the LA that a child or young person may have additional learning needs the LA **will** decide whether the child or young person has additional learning needs unless:

- an IDP is already being maintained.
- the LA has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision.
- the LA is satisfied that the question of whether or not the child has additional learning needs is being decided by a governing body.
- the child is a young person who does not consent to the decision being made.

If the LA decides that a child or young person has additional learning needs the LA **will**:

prepare and maintain an IDP.

or

prepare an IDP and direct a governing body to maintain it.

or

direct the governing body to prepare and maintain the plan.

Following such a direction the governing body **must** prepare and/or maintain the plan unless the young person does not give consent.

The circumstances in which the LA duty to maintain an IDP ceases;

In the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- the LA decides that the child or young person no longer has additional learning needs and that decision has not been successfully challenged.
- in the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained.
- the LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of the Caerphilly Borough.
- in the case of a child who is looked after by Caerphilly LA, the person ceases to be a looked after child (for whatever reason, including because the child has

become a young person) and the LA is not responsible for the person (i.e. the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA.

- in the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan.
- in the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP or the Welsh Ministers have determined that the FEI should maintain the plan.
- the child or young person becomes subject to a detention
- in the case of a young person, the young person attains the age of 25, in which case the duty to maintain the IDP will cease at the end of the academic year in which the person attains that age;
- in the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

### ***Transferring an IDP:***

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Caerphilly LA moves to another local authority's area, responsibility for maintaining the IDP will normally transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Caerphilly LA, that the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system, and ensure that it is accessible for all who need it.

## **7. Partnership / Dispute Resolution**

Hendre Junior School is committed to working in partnership with parents /carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru. This information is made readily available to parents.

SNAP Cymru aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru make sure that the views and wishes of children and young people are listened to and taken

into consideration and that, along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The school also provides information and advice about additional learning needs and the additional learning needs system. The information and advice is provided in an impartial manner and is available in a range of forms.

In addition to working with parents / carers and SNAP, effective collaboration will be secured by the school through active involvement with;

- LA teams
- The Educational Psychology Service
- Advisory teacher team
- Outreach Teacher – Special School
- Early years manager and associated services
- CLA coordinator
- Safeguarding coordinator
- Head of provision for vulnerable learners
- Youth service
- Education Achievement Service
- Gwent-wide Sensory and Communication Support Service (SenCom).
- Careers Wales
- Local Health Board
- Social Services

## **8. Safeguarding children**

At Hendre Junior School we realise that children and young people with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All those working with the children at Hendre Junior School know they must be alert to these issues and their responsibilities in accordance with the Wales Safeguarding Procedures and Safeguarding in Education guidance.

## **9. Monitoring, Evaluation and Review**

Hendre Junior School has a duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual children / young people are met.

In carrying out its responsibilities towards children with additional learning needs the school will monitor how effectively its provision as part of the MER Cycle.

Through regular analysis of data and progress, we will be able to:

- Track vulnerable learners;

- Monitor and evaluate the impact of interventions for an individual child, groups of children and at school level;
- monitor and evaluate the impact of additional interventions.
- Monitor trends and identify emerging areas of need.

## **10. Training**

At Hendre Junior School regular training opportunities will be identified and highlighted as part of the ongoing, MER Cycle, professional discussion and performance management process.

Training opportunities may include some or all of the following ;

- Regional (South East Wales Consortia - SEWC) and local ALN transformation and reform events
- Additional learning needs training
- NQT training
- Assessment Matrix Tool
- Caerphilly Autistic Spectrum Service (CASS) training
- Training and intervention is provided by the Teams within Learning, Education and Inclusion (e.g., EPS, Advisory and Specialist Teaching Teams).
- EAS (Education Achievement Service) professional learning offer focuses on the 'universal provision' for vulnerable groups of learners in the eight area
- Awareness of other training opportunities through signposting schools to relevant training opportunities. These include Communication and Intervention Service (ComIT), Gwent Education Minority Ethnic Service (GEMS), Child and Adolescent Mental Health Services.

