Graduated Response to Additional Learning Needs (ALN) @ Hendre Junior School



After a chat with your parents and teachers. we all might feel that you need a bit more support. A One Page Profile will be created to support you in the classroom

Step 4 - SPECIFIC How are you Do you need an IDP? The Individual Development supported at Hendre Plan (IDP) process begins and Junior School? you, your parents and teachers will be involved in

creating your IDP. A Person Centred meeting will be held with your parents to discuss what extra provision and targets you will be needing to work on - these will

be put onto your IDP. Once the targets are agreed you will have support in school to achieve your targets.

for Pupils

Step 2 - Monitoring We will look at how you are getting on with the added support for around 6 - 8 weeks. If you are ok, and making progress in class then the support written into your One Page Profile will continue, if not then we will review and change the support

Step 3 -TARGETED What other support do you need? We will discuss support that you can access beyond the classroom. You might start accessing Literacy/Numeracy interventions or extra sessions like THRIVE or Nurture. We will discuss targets with you and add them to your One Page Profile. These will also be

shared with parents and teachers If good progress has been made then you will stop going to the interventions but continue with support in the classroom.

I finding things a little tricky, then we will review and change the support

**ALN Assessment** 

Croeso - Welcome

Dewiswch eich dewis jaith - Please ch

Cymraeg English

is guidance should be used with the JAFF

asangeth Integredia i Blar

Caerphilly Joint Assessment Far

Mae'r cyhoeddiad hwn ar gael yn Gymraeg. Mae ar ga This publication is available in Welsh. It is available



**Additional Learning Needs Panel Referral Form** 

n their learning.

Deepenina

enderstandin

g of the ideas

and

disciplines in

the Areas

Inoreasina

breadth and

depth of

knowledge

ars and settings. We recognise that well-being is at the heart of

stand the needs of every child as we support them to achieve

connections

transferring

into new

# Provision Mapping



Carriculus Structure - Classroom Procisio - Seating Plane - Student Voice / PCP
approaches Highly Effective Differenterion - Learning Benees - Assessment Learning and Report Systems - Tradition - Version Benees - Assessment secreting up of Report Polystems - Tradition - Learning Benees - Assessment Seating - Seating -

See School Policies for further information - Teaching and Learning, AAR, Carricul

Progression

PRINCIPLES OF PROGRESSION

Refinement

and arowina

sophistication

in the use

and

Progression is a focus on learning and 'what' is important for each child.

We support all learners along the continuum as they move between different

Class Teacher

Inoreasina

effectiveness

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

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.

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)

## Interventions

b. Seeing the learner as an individual and celebrating what we like and admire c. How we know what's important to a learner now d. How we know what a learner's aspirations are for the future How we understand how a learner wants to be supported . How we act on what's working and not working for a learner

How we support learners in their social and emotional development to be an

b. Skills, knowledge and understanding of the staff in using person-centres

d. Evaluate professional development plans and staff performance managemen . How we involve staff in planning and decision making . Staff know what is important to each other and how best to support each Working with others

How we are involving governors in person-centred practice

Our role in sharing good practice (school, cross-sector and authority . How we provide good information and support to families How families' aspirations are encouraged and supported

Person Centred Review

Paperwork



ALN Policy

Additional Learning Needs (ALN) Policy

Hendre Junior School

Targeted

Specific

Statement

LA Based

Name: Pupil 4

Date: Autumn Term

What people like and admire about

people feel. Kind and friendly

I'm really funny, I like to tell

I am really hard working, this makes my teachers and

School Maintained



Person Centred Practice

## One Page Profile

My family - Mun, Dad, Nan and sister Lily, and my doas Simba and Ash.

My best friends, I like to sit with them in class and play with

them everyday. I like to know they are happy and safe. The teachers special to my

Caring for animals especially pigs and bumblebees.
The people who have passed away

like my Non and hamster My role as a Wellbeing Warrior Talking with Mrs Collins. It is important for me to know she i there if I need her

Playing with my friends everyday on the yard. I don't like being or my own.
My memories and special shelf

jokes and share my stories. I care about people and how remember people by My friends at my old school I'm not selfish - I try to help people, my friends, teachers and family.



How to support me well ..

feeling.
Use a calm, happy voice when you speak to me - no shouting as this makes me worry and become really,

moles me worry and become really, really anxiety. Prosise me to make me feel proof of myself to the beautiful proof of the beautiful proo

about my work.

A seat near to my teacher or a kind friend. This makes me feel hoppy, less anxious and calm.

Payal 4 needs consistent reassurent to understand she is doing well. Give Payal 4 time to talk to you, reassuring swile and a kind, color appreach: building a positive relationship with her is extremel-important.

