
MONMOUTH CLUSTER SCHOOLS ADDITIONAL LEARNING NEEDS POLICY

This policy sets out the overarching approach and structure for supporting learners.



Monmouth Cluster Schools pride themselves on being a fully inclusive community for learners of all abilities, challenges, race, gender and social origin. A criterion of the schools' successes will be their ability to meet a wide and varied range of learning needs. The schools also recognise that many learners throughout their time in education will experience a requirement for reasonable adjustments in the classroom, targeted support or provision which is specifically 'in addition to' or 'different from' that usually provided for learners within the setting.

The fundamental principles set out in the Additional Learning Needs Code for Wales 2021, ALNET (Additional Learning Needs and Education Tribunal) Act 2018 and Welsh Government Implementation Guidance underpin this policy together with guidelines established by the Local Authority. During the three-year implementation of the ALNET Act 2018 (September 2021 to August 2025), schools will continue take due regard to the SEN Code of Practice for Wales 2001 for relevant cohorts.

Monmouth Cluster Schools are committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs.

Aims

- Learners with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The schools will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all learners with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the schools 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 learners are captured and considered through different approaches. Parental engagement forms a crucial aspect of the process.
- To establish a continuity of provision and expectation through consultation between feeder primary schools, the secondary school, 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 learners' needs. The schools will maximise present best practice and policies to meet need and does not support a 'bolt-on' approach of creating new systems and policy.

- Learners, parents and other stakeholders will be involved as far as possible in developing their One Page Profiles and where appropriate, setting targets within their Target Sheet or outcomes in their Individual Development Plan (IDP). This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, learners will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets. This will be done through the current assessment policy and practice as well as the pastoral system.
- Learners will be fully involved in transition phases, when entering the School, when transferring between Key Stages or to new classes.
- Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the learners' needs will be taken fully into account.
- The School's normal assessment system will ensure that all additional learning needs are identified early. In addition, there will be a 'monitoring' system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the Additional Learning Needs Coordinator through tracking and monitoring systems (See Assessment and Reporting Policy).
- The schools will keep abreast of best practice when devising intervention, support and provision following the graduated system of support to overcome barriers to learning.
- The intervention and provision set out in the One Page Profiles and Target Sheets will be reviewed within the normal assessment cycle at the school through a person centred review. IDPs will be formally reviewed through a person centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a learner's progress, considering the views of parents, teachers and child. The key team members i.e. teachers and teaching assistants, will all contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a learner's progress and learning.

Responsibilities

Roles and Responsibilities

The approach to providing for Learners with Additional Needs will be whole cluster. All staff in the schools will ensure the policy is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the IDP, plans, delivers and assesses achievement and progress according to the needs of the learner.

The Class Teacher

Has responsibility:

- To provide high quality teaching and learning as part of the universal provision of the school.
- To implement the Cluster Schools' ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the learner's IDP or One Page Profile.
- To ensure that achievement and progress are appropriate to the needs of the learner, demonstrating high expectations and challenge for all.
- To support the school processes around early identification and targeted intervention to meet individualised need.
- To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator when required.
- To differentiate learning and materials and set achievable goals to ensure that the learners experience success.
- To attend and lead reviews and discussions on learner progress as required.
- To record and report any concerns on learner progress to the Subject Co-ordinators or ALNCo, as appropriate.
- To contribute to the provision map for individual learners, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention (use of the Barriers to Learning Matrix will support this process).
- To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo.
- To communicate with parents, raising concerns and celebrating progress.
- Maintain records in a timely fashion, ensuring One Page Profiles, Person Centred Review Paperwork and IDPs are shared with parents and the ALNCo in line with the agreed review cycle.
- To support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- Statutory responsibility for implementation of the Code.

Teaching Assistants

Has responsibility

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising and advising teaching staff on additional learning needs matters.

- For having full knowledge of the learners' needs, provision and targets within target sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher for keeping records on learners receiving targeted and specialised support and their progress (where relevant).
- Work with the class teacher to contribute to the development of appropriate short-term targets for individuals in receipt of targeted or specific support.
- To attend reviews and discussions on learners' progress where appropriate.
- When supporting in lessons, adapting work and providing support and confidence to the learner and setting appropriate short term targets.
- Statutory responsibility for implementation of the Code.

Additional Learning Needs Co-ordinator

Has responsibility:

- For the daily oversight and implementation of the school Additional Learning Needs Policy.
- For liaising with and advising teaching staff and Teaching Assistants on additional learning needs and additional learning provision matters.
- For supporting early identification of need and overseeing reasonable adjustments within universal, targeted support and specialist support required to meet needs.
- Working with the class teachers and Senior Leadership Team to oversee the provision for learners with additional learning needs at a universal and targeted support level throughout the school.
- For the development, monitoring and tracking of the Provision Map for learners with additional learning needs.
- Liaising with and advising teachers and support staff in planning appropriate programmes of intervention.
- For overseeing the records of all children with additional learning needs, including the completion of appropriate referral forms.
- For contributing to the in-service training of staff.
- For identifying the learners requiring access arrangements and to ensure that these are in place at the appropriate time.
- For liaising with parents / carers.
- For supporting staff and providing oversight to the timely and effective completion of referrals to external agencies.
- Working alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs, with effective implementation of strategies, appropriate provision agreed.
- Meeting with and providing feedback to the ALN Governor.

- Contributing to the School Development Plan and the identifying resource needs.
- Ensuring the IDP reviews are completed within statutory timescales (as well as Statement until they are all transferred to IDP in-line with the Welsh Government schedule of transformation).
- Statutory responsibility for implementation of the Code.
- Oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

Headteacher

Has responsibility:

- For the daily implementation of the school Additional Learning Needs Policy.
- For liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- For managing the Additional Needs Co-ordinator, ensuring appropriate time allocation for completion of ALN matters.
- For co-ordinating, alongside the Additional Need Co-ordinator, the provision for learners with additional learning needs, overseeing the ALN budget; informing the governing body and Local Authority of financial planning and evaluation.
- For overseeing the records of all learners with additional learning needs.
- For contributing to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- For liaising with parents and external agencies including the LAs support and Education Psychology Service, Health and Social Services and Voluntary Bodies.
- Statutory responsibility for implementation of the Code.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists and school nurse will represent an additional tier of staffing provision. Their role will be primarily to support and guide class teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if necessary to the success of the learner, withdraw

learners for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

Identification and Provision

Monmouth Cluster Schools are working towards the national implementation of the ALN Act 2018. This legislation will be used to support all learners newly identified as having an additional learning need which calls for additional learning provision and those learners in mandated cohorts (in-line with the Welsh Government Transition Plan). All other learners with an already identified need will remain on the current system in-line with Welsh Government transformation guidance.

This follows a graduated approach, ensuring at the first level effective universal provision to overcome barriers is monitored and evaluated. Where appropriate progress is not made, targeted intervention is implemented in order to overcome barriers and reviewed on a termly basis. Where a learner is identified as having significant and complex needs, which call for additional learning provision, an Individual Development Plan will be created.

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 learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a learner with Additional Learning Needs is carried out through the assessment and wellbeing processes at each of the Cluster Schools.

Teachers are involved in the on-going assessment of learner needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Learners are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- Progress data in-line with the school's ARR Policy;
- National Test Data;
- Diagnostic testing assessments by class teacher, ALNCo and outside agencies;
- Behaviour / Relationship Logs;
- Transition information from previous setting / school;
- Information provided from external professionals;

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- Reference to previous concerns or discussions with parents.

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Where reasonable adjustments or targeted support is in place, a One Page Profile may be developed with the learner, parents and class teacher to agree and share approaches. Targets will be monitored and tracked by the class teacher using the usual assessment process of the school.

When an additional learning need is identified which calls for additional learning provision, an Individual Development Plan will be developed to demonstrate needs and provision to meet the identified needs – this is the case for all learners with a newly identified need.

Learners at School Action and School Action Plus will move across to the new system as per the Welsh Government Transformation Process.

Within the relevant year of implementation, a decision will be made as to whether there is an additional learning need calling for an additional learning provision and therefore if there is a requirement to develop an Individual Development Plan.

- **School year 2021/22 (to be completed by August 23):** Nursery Years 1 or 2, Year 1, Year 3, Year 5, Year 7 or Year 10.
- **School year 2022/23 (to be completed by August 23) –** Year 10
- **School year 2023-24 (to be completed by August 2025):** Year 4 and Year 8 and any other pupils with SEN on 1 January 2022 who did not move to the ALN system during years one and two of implementation (2023/24 mandated years).

Implementation for learners with Statements of SEN will be led by the Local Authority.

Transition and Induction

On receipt of application for an in-year transfer from the LA, information is collected from previous settings as early as possible to determine whether the school can meet the needs. On transition between year groups and phases, information is passed from one class teacher to the next.

On receipt of confirmation of Nursery (where application), Reception and Year 7 placements from the LA, transition arrangements are put in place. Pre-Nursery learners with an already identified additional learning need are visited within their existing setting. Within reason, pre-schools will be visited prior to learners joining the Primary School and the same process is in place for Secondary School placements. Enhanced transition is in place for learners with Additional Learning Needs, based on need.

For learners with Local Authority funded provision, additional meetings are held with the Local Authority and other stakeholders to determine whether need can be met within the preferred setting. Where possible, Year 5 and 6 Annual Review meetings are attended by the Secondary Representative. Learners with funded provision are discussed in a meeting between the LA and Secondary School in the December before the September of entry, to discuss needs and how these can be met.

Communication with the Local Authority, the associated Educational Psychologist and any external agencies involved with an individual supports the transition between all settings, whether in-year or a phase transition.

One Page Profile and IDP information is passed on from feeder schools to the secondary provision at the point of transition.

Identification and Support

The schools' assessment and pastoral systems allow for the collection of qualitative and quantitative data in each year. Learners requiring support can then be identified and appropriate intervention made. Data is collected from assessment, recording and reporting systems, attendance data and relationship systems.

The graduated response to ALN to set out with:

- ◆ **Specific Additional Learning Provision:** The needs of a learner are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be additional to and different from that which is usually provided within the setting.

Where a learner is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the learner and school staff. Individual Development Plans can be maintained by the school or the Local Authority, based on need. Learners without Statements of SEN in other Year Groups will continue on their current plan until the transformation of their Year Group takes place, in-line with Welsh Government's implementation process.

For learners with Statements, a Statement will remain in place, maintained by the Local Authority until implementation takes place by the Local Authority.

In all cases of a Statement of SEN or an IDP, a review meeting will be held annually and all stakeholders invited to contribute.

- ◆ **Targeted Intervention:** 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. A One Page Profile is developed with all stakeholders which provides key information on the learner 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.

- ♦ **Universal Provision / Reasonable Adjustments:** All teaching and learning throughout the school is inclusive to meet the needs of nearly all learners, including high quality differentiation. This can also include reasonable adjustments which are required to overcome barriers to learning. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

One Page Profiles are created with learners and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles and Target Sheets are accessible to all staff. Both are working documents, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans are stored securely on the School Information Management System 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.

Learner, 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 are able to discuss any specific ALN concerns with the ALNCo. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Provision is evaluated through:

- Analysis of learner tracking data and test results
- Value added data
- Monitoring of procedures and practice by the Senior Leaders
- Reviewing individual IDP targets
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The School Development Plan/Additional Learning Needs Development Plan.

Linked Policies and Guidance

The Additional Learning Needs Policy should be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Policy
- Relationships Policy
- Assessment and Reporting Policy
- Strategic Equality Scheme
- Wellbeing and ACEs Guidance Documentation
- Additional Learning Needs Code for Wales 2021
- ALNET Act 2018
- Welsh Government Implementation Guidance December 2021

Agreement of the Policy

Signed by Headteacher:	Date:
Signed by Chair of Governors:	Date:

Review of the Policy

This Policy is due to be reviewed in July 2024 in line with any changes to the transformation to the ALN ET Act 2018 made by Welsh Government.