

Barker's Lane School
Additional Learning Needs Policy

Date:	September 2023
Review date:	Autumn Term 2024
Signed (Chair of Governors):	

Introduction

This policy was created in partnership with the Senior Leadership Team, ALNCo, ALN Governor, representative staff, parents/carers and children/young people. The policy reflects the ALN Code (2021).

Parents can see a copy of this policy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need the policy to be made available to you in a different format).

Context

This policy complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents:

- Equality Act 2010:
- Safeguarding Policy
- Admissions Policy
- Behaviour Policy
- Attendance Policy
- Social Services and Wellbeing Act

Ethos

Barker's Lane School is a happy, safe and caring community where nurturing and supporting children to achieve their full potential is at the heart of what we do. The well-being of everyone is central to our happy, friendly school where we take care of each individual. We have high expectations for all and work in partnership to ensure our children have the best opportunity to enjoy learning, respect themselves and others, develop confidence and independence. All of this happens in a safe and supportive environment where children feel secure to take risks and overcome challenge, developing resilience, self-belief and empathy to get them ready for the

rapid changing world that they live in. We encourage every child to aspire to be the 'best that they can be.'

At Barker's Lane School:

- All children and young people are valued as individuals and their needs are met with effectively and with sensitivity. We are committed to promoting and providing all children with a person centred education, focusing on what is important to and what is important for them. Each child has a person centred one-page profile, developed with the child together with information from parents/carers.
- We ensure that the needs of all pupils are met through high quality teaching and learning provision. We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive, growth-mindset attitude is developed.
- We are committed to the successful inclusion of pupils with Additional Learning Needs (ALN). Within our school, every practitioner is a teacher of all pupils, including those with ALN, incorporating children and young people with social, emotional and mental health needs.
- We aim to promote and sustain a whole school approach to well-being, which gives recognition to the strong links between well-being and outcomes for our children and young people.
- Every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
- We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives so that they can make a successful transition into adulthood.
- We are committed to ensuring the rights of the child in accordance with the United Nations Convention on the Rights of the Child.

Aims and Objectives

As a school, we will;

- develop effective whole school provision for our children. Our Universal Provision maximises the classroom environment and ensures teaching strategies and resources are available to all. These include strategies to help concentration, attention, communication and interaction, literacy and numeracy, memory and organisational skills. We will provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning;
- take into account the views, wishes and feelings of children and ensure their full participation where possible;
- recognise the views of parents/carers to ensure they are fully engaged in decision making;
- ensure a clear process for identifying, assessing, planning, providing and reviewing for children and young people who have ALN with them and their parents/carers at the centre;
- ensure equality of provision for all children and young people, including but not exclusive to, those with ALN;

- enable children and young people with ALN to achieve their potential;
- provide and access advice and support for all staff working with children with ALN.
- regularly meet with professionals to seek advice to support individual pupils / whole school issues e.g. Inclusion Team around the School meetings each half term.

Partnership with Parents/ Carers

At Barker’s Lane School, the child is at the centre of everything we do and we aim to work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents/carers are kept informed of their child’s progress and are encouraged to play an active part in their child’s learning and to support targets set.

Parents/carers with concerns about their child should discuss these first with the class teacher who will inform the Additional Learning Needs Coordinator if necessary. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Pupil Participation

At Barker’s Lane School, the views of all pupils are valued. A person centred approach is adopted throughout our school, placing the child at the heart of everything we do. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns.

Definition of ALN

At our school we use the definition of ALN from the ALN Code 2021:

Additional learning needs

(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 -

(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 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.

(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.

(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.

Role and Responsibilities

A member of the governing body has responsibility for ALN. They work closely with the Additional Learning Needs Co-ordinator (ALNCo). Our ALN governor is Mrs Pauline FitzHugh.

Governors ensure that:

- the necessary provision is made for any pupil with ALN;
- all staff are aware of the need to identify and provide for pupils with ALN;
- pupils with ALN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- parents are notified if the school decides to make additional learning provision for their child;
- they are fully informed about ALN issues, so that they can play a major part in school self-review;
- there are termly meetings between the ALNCo;
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review led by Senior Leadership Team including the Link Governor and approval by the Full Governing Body.

Head Teacher/ Senior Leadership Team

The ALNCo has a clear line of communication to the Head Teacher and Senior Leadership Team and supports them in their role. This enables our school to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Additional Needs Co-ordinator (ALNCo)

The role of the ALNCo has been statutory since January 2021. As identified in Chapter 8 of the ALN Code (2021), the ALNCo is responsible for:

- overseeing the day to day operation of the school's ALN policy;

- co-ordinating the Additional Learning Provision (ALP) for pupils with additional learning needs;
- ensuring all learners who have ALN in our school have a Targeted Universal Provision Plan (TUPP) or an Individual Development Plan (IDP);
- identifying a pupil's ALN and co-ordinating the making of ALP that meets those needs;
- identifying a designated person to co-ordinate the actions in order to make an ALN decision and, if an IDP is then required, to be responsible for preparing it;
- securing relevant services that will support a pupil's ALP as required;
- keeping records of decisions about ALN, TUPPs and IDPs;
- promoting a pupil's inclusion in our school community and access to the curriculum, facilities and extra-curricular activities, having regard to the views, wishes and feelings of the child and the child's parent;
- monitoring the effectiveness of any ALP, reviewing and adjusting accordingly;
- advising teachers about differentiated teaching methods appropriate for individual pupils with ALN;
- supervising and arranging training of staff who work with pupils with ALN;
- contributing to in-service training;
- keeping up to date on the latest guidance, support and evidence of best practice available for ALN.

Other ALNCo responsibilities

In addition to the mandatory tasks above, ALNCo **should** also:

- oversee the providing of documents, notifications, or information to a child or a child's parent
- oversee the day-to-day operation of the education setting's arrangements for ALN;
- oversee the ALP across the education setting to meet the needs identified within IDPs.
- ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs;
- ensure TUPPs and IDPs are developed and reviewed appropriately;
- ensure learners with an IDP are supported with their transition between education settings;
- oversee the appropriate transfer of information between education settings about the learner's ALN and ALP;
- contribute to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
- become a source of expertise on ALN by developing specialist skills and knowledge;
- keep up-to-date on the latest guidance and support available for ALN;

- enhance their own professional learning by liaising with the local network of ALNCoS and, where appropriate, special schools to develop and share experience and best practice;
- ensure the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date record in respect of ALN;
- provide professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school tracking and supporting staff to manage effective target setting;
- ensure that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
- act as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.;
- work strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

Class teachers are responsible for:

- providing high quality teaching and universal provision for all children setting high expectations which inspire, motivate and challenge pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's ALN policy and procedures for identification, monitoring and supporting pupils with ALN
- directly liaising with parents of children with ALN
- managing behaviour effectively to ensure a positive and safe learning environment.

Teaching Assistants (TAs) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCo
- providing feedback to the class teacher regarding a child's progress in small group / class sessions.
- providing feedback to the class teacher and/or the ALNCo as appropriate, regarding children's progress in achieving individual targets
- delivering (and reporting back on) specific intervention programmes under the direction of the ALNCo and/or class teacher.

Provision for children with ALN

We adopt a 'high quality teaching' approach. A range of techniques enable our children to access the learning used. In our classrooms you will see working walls, learning intentions, co-constructed steps to success, WAGOLLS/WABOLLS, expected criteria for writing and presentation, pit stops and verbal and written feedback. Appropriate and reasonable adjustments are made to enable access for all to the learning and school environment.

Targeted Universal Provision

There may be times where some of our pupils will require more support with their learning through a targeted approach. Where it is decided a pupil will have Targeted Provision, we will talk to the parents and their child. We will agree what intervention will be put in place, set small steps targets, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child. If a pupil continues to make progress accessing targeted provision, a decision can be made by all involved whether to continue with this, as required.

ALN Determination

If a pupil does not make progress according to the outcomes described over a sustained period of time, school will seek specialist expertise. This will inform future provision. School may liaise with the following services – LA Inclusion Officer, Educational Psychology Service, Behaviour Support, Educational Social Worker, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and the Looked After Children Team.

The appropriate processes as documented in the statutory ALN Code will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated. In the first instance, school will draw up and maintain the IDP with a long-term outcome and small steps targets towards this outcome. Occasionally, it may be necessary for the Local Authority to maintain the IDP. These plans are usually reviewed termly with pupils and parents/carers. However, teachers review these targets as part of their on-going assessments and refine provision as and when necessary.

Review

The effectiveness of the provision and interventions and their impact on the pupil's progress will be reviewed regularly on agreed dates. Person centred reviews will be carried out in accordance with person centred processes through a collaboration, placing the child/young person and their family at the centre.

The class teacher and teaching assistant, working with the ALNCo, will revise the provision in light of the child's progress. Outcomes created from the person centred review will take account of the aspirations of the child/young person and their family.

Managing pupils needs / IDP's

Formal person-centred review meetings for children with an IDP will usually take place annually, where parents and children will be involved in reviewing progress and setting new person-centred outcomes. School practitioners are responsible for evidencing progress according to the outcomes described in the child's plan (IDP).

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a pupil also has ALN, their provision will be planned and delivered in a co-ordinated way with their individual healthcare plan.

Looked after children (LAC)

The ALNCo and LAC co-ordinator meet regularly to ensure that arrangements are in place for supporting pupils who are looked after and who also have ALN.

Early Dispute Resolution

Initially an attempt will be made to resolve a dispute about **ALN provision** at school level. Parents who are dissatisfied with the school's provision for additional learning needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should then make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, they should then contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

If a dispute is regarding **ALN determination**, parents/ carers should follow the process stated within the determination letter.

Staff development

In order to maintain and develop the quality of teaching and provision to support the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress meetings to plan appropriate professional development in relation to ALN.

The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion.

Monitoring and Evaluating ALN

Provision for pupils with ALN is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with additional learning needs. It is a statutory obligation of the school to keep their provision under review to ensure that the needs of all pupils are being met effectively.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of ALN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from school to school, the child, parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next setting/school /college through the review process.

This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.

The ALNCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.