



Hawthorn Primary School

Additional Learning Needs (ALN) Policy



**'Where Every
Child Matters'**

Introduction

Hawthorn Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning.

The ALN aims of the school

We aim to:

- ensure all children are given equal access to the curriculum and that each child's achievements are valued
- identify and provide support for children with ALN as soon as possible
- ensure staff know procedures for identifying children with ALN
- ensure parents are informed and included in all ALN decisions
- raise staff awareness and expertise through PROFESSIONAL LEARNING
- provide differentiation within a balanced and broadly based curriculum in a way that supports children with ALN
- ensure children's involvement, where practicable, is encouraged in decisions affecting their ALN provision
- maintain close links with support services other schools and agencies
- ensure records follow children through the school

We recognise that many pupils will have additional needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definition of additional learning needs

1. A child has additional needs if he or she has a learning difficulty (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 children of the same age, or b. has a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools.
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 age.
4. Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Staffing

The ALN team of the school:

- All staff are responsible for ALN learners within their class.
- The Governor in charge of additional needs is Mrs J Moggridge.
- The ALN coordinator will oversee the additional needs interventions and provisions.
- Learning Support Staff provide interventions and provisions for children with ALN.
- Pupil Support LSAs work alongside pupils who have been awarded additional needs funded hours from the LA.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with ALN and has due regard for the practice advocated in the Code of Practice, in

that all schools should admit pupils already identified as having Additional Learning Needs as well as identifying and providing for pupils not previously identified as having ALN.

Pupils with ALN must be treated as fairly as all other applicants for admission.

Inclusion

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our ALN policy reinforces the need for teaching that is inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with ALN.

Criteria for evaluating the success of the school's ALN Policy

The policy is reviewed annually or when subject to changes in statutory guidance or legislation. ALN needs are reviewed regularly, and the outcome of these reviews are used to inform the school improvement plan. The Governing Body reports annually to parents on ALN.

Allocation of resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy.

Identification Assessment

At Hawthorn Primary School we have adopted a whole school approach to ALN. The school has adopted a graduated response that recognises there is a continuum of additional needs. We aim to identify children with ALN as early as possible. The class teacher in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment and teacher observation is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for ALN provision. The school 'Provision Map' outlines provision available to all children (Universal Provision). It also details support in Additional Learning Provision which is additional to or different from the differentiated curriculum on offer to all pupils at our school.

Early Identification

Early identification of pupils with ALN is a priority. Identifying whether a learner has ALN needs to be based on a wide range of evidence gathered over time including:

- standardised or assessment tools
- observational data
- quality of their work
- developmental checklists
- assessment through intervention
- assessment from external agencies such as health
- behaviour and social emotional questionnaires and standardised tests
- links with nursery schools and records provided at transition meetings
- parental information
- other forms of standardised assessments such as Baseline assessments and 'Language Links' Screener

On transfer to the school from another primary school each child will be monitored allowing appropriate time for that child to settle in. Previous records and assessments will be used to provide help in designing differentiated learning programmes, where necessary and help

with identification of ALN, if this has not already happened and is appropriate.

Monitoring pupil progress

Progress is the crucial factor in determining the need for support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers and prevents the attainment gap widening
- equals or improves on the previous rate of progress
- shows an improvement in self-help and social or personal skills
- shows an improvement in the pupil's behaviour

If a class teacher has a concern about a learner, the class teacher will normally raise this with the parent/carer in the first instance. The pupil will be added to the school's monitoring register and the class teacher will keep parents/carers informed of progress. At this stage interventions may be put into place by the class teacher, in consultation with the ALNCo if appropriate. Appearing on the monitoring register for a particular length of time does not necessarily mean a learner will move on to be formally identified as having ALN. However, if adequate progress is not shown within that given time, it may be appropriate to begin considering whether or not the learner has ALN.

Assessment

Assessment is continuous and for children identified as having ALN, parents will be given regular opportunity to be kept informed of progress by class teachers e.g. at parents' evenings. More formal review of progress will be held regularly, at least annually, to update Individual Development Plans (IDPs).

Following the 'Seven Week Process'

In accordance with The Additional Learning Needs and Educational Tribunal Act (ALNET 2018), if a concern is raised by a child, parent, carer or the school, that the child in question may have ALN, it will trigger a process known as the 'seven-week process'. This will be further explained to relevant parties at that time by the ALNCo.

The first four weeks is a process of information gathering, so by the end of the four weeks the school will decide whether or not it considers that the child has ALN.

If the decision is YES, a date is set for a meeting for all parties concerned, to develop an Individual Development Plan (IDP), highlighting the child's area(s) of need and a description of the Additional Learning Provision (ALP) to be provided. This document is drafted and finalised over the next three weeks.

If the decision is NO, the school will explain how the child will continue to be supported at our school, inform parents and carers of their right to appeal and signpost to advocacy services.

Universal Provision (UP)

Universal provision, available to all pupils allows for differentiation of the curriculum in class, in small groups, or at an individual level, as well as provision of wellbeing support that cultivates positive emotional health and wellbeing for all. Pupils who require differentiation of work or many interventions (such as Catch Up Reading) are not necessarily identified as having ALN, nor do they need to be identified as having ALN in order to access the support.

Additional Learning Provision (ALP)

Additional Learning Provision (ALP) is additional to and/or different from Universal Provision for those pupils identified as having ALN. ALP differs from the support available to all pupils in its frequency and intensity. It may involve specific strategies, adult-led interventions, and specialised equipment as necessary. It may be shaped by the recommendations from outside, suitably qualified professionals. It may involve individual or small group support or more likely, a combination of these. School may decide it is appropriate to apply to the Local Authority for additional monies to fund the ALP necessary, in order for a child to make progress.

At Hawthorn Primary School, we recognise that all teachers are teachers of ALN. ALP will therefore be delivered by a range of staff as appropriate in the case of each learner, including teachers and school-based or additionally funded learning support assistants who have received appropriate training, overseen by the school's ALNCo. A child identified with ALN may require a school support plan in addition to their IDP, in order to record SMART targets and smaller steps of progress.

English as an Additional Language

Particular care is taken over determining ALN with children who are learning English as an Additional Language (EAL). Teachers follow closely their progress across the curriculum to ascertain whether difficulties arise from their stage of English language development, as monitored, and supported at school, or if there is a potential additional barrier to learning. EAL Learners should not be disadvantaged in being able to access processes which determine whether ALN may be present, but the impact of their stage of English language acquisition must be considered.

Record Keeping

Class teachers are kept well informed of any information from outside agencies through the ALNCo. The ALNCo will maintain the records and ensure access to them. Pupils Individual ALN files (Record of Concerns) will follow the pupils through the school. All documentation is uploaded onto the school's shared network for easy access. These files may include;

- Individual Development Plan (IDP)
- School Support Plan (SSP)
- One Page Profile (OPP)
- a record of visits from External Agencies
- information from parents
- information from health/social services
- information from other agencies
- individual programmes provided by external agencies
- pupil's health and relevant medical history
- Progression Step levels
- literacy/ numeracy attainments
- other relevant assessments from specialists such as support teachers and Educational Psychologists
- the views of parents
- the views of the child
- any other involvement by professionals

Concerns

All learners identified as having ALN are recorded on the school's ALN register, maintained by the ALNCo. In addition, learners who are being monitored for different concerns are recorded on a school monitoring register, known as a Record of Concern

Complaints Procedure and Dispute Resolution

The school's complaints procedure is available on the school website. Additional information relating to ALN is highlighted in the school prospectus and on the school website and can be explained to parents if required. The school is keen to try and address any concerns, worries or issues as soon as possible and this should be done by raising any issues with us, as a school, in the first instance. As a school, we aim to adhere to the following good practice principles (WG, 2017):

- Support to ensure parents can attend and contribute to meetings.
- Ensure communication is inclusive and sensitive so parents feel like equal partners so concerns and misunderstandings are dealt with early on.
- Face to face meetings plan the way forward.
- All parties have the same information from the same trusted source.
- Timely and consistent communication ensure trust is built.
- Ensuring positive, open and constructive dialogue.
- Explanation of the legislation underpinning decisions and signposting to further information.
- Decisions are properly explained in inclusive language to parent and child/Young Person.
- Supporting the examination of the IDP so decisions are transparent, and all evidence has been considered.

The role of the ALNCo

The ALNCo has responsibility for the day-to-day operation of the Additional Learning Needs Policy. LSAs will be directed by the ALNCo and class teachers to support and benefit pupils with Additional Learning Needs.

The ALNCo's role is to:

- be part of the senior leadership team to implement strategic decisions
- promote inclusion within the school
- liaise with external agencies, LA support services, Health and Social Services and other external bodies
- oversee day-to-day operation of the ALN policy
- coordinate the provision for pupils with ALN
- liaise with and give advice to class teachers and LSAs
- liaise with parents
- making referrals to LA support services, including the ANF Funding Body, and external services on behalf of learners and their families
- ensure IDPs are developed and reviewed in line with Person Centred Practices
- oversee the provision across the school to meet the needs identified within IDPs
- co-ordinate the identification of ALN through the 'seven-week process' and overseeing development of IDPs through person-centred meetings
- co-ordinate person-centred IDP review meetings
- manage ALN record-keeping
- contribute to PROFESSIONAL LEARNING, to build staff capacity in relation to ALN
- oversee pupils' records
- ensure that arrangements put in place by the LA in relation to avoiding and resolving disagreements are fully utilised

- monitor the impact of interventions and assess progress achieved against planned outcomes for all learners with ALN
- The Head teacher, ALNCo, Class Teachers and all other members of staff have important day-to-day responsibilities supporting pupils with ALN.

All teachers are teachers of children with additional learning needs, teaching such children is therefore a whole school responsibility. All teachers are responsible for managing the learning of all pupils in their class and this includes those with ALN.

The role of the governing body

The Governing Body's responsibilities to learners with ALN include:

- ensure that provision of a high standard is made for learners with ALN
- ensure full inclusion of learners with ALN
- full involvement in the development and review of the ALN policy
- report to parents on the school's ALN Policy including the allocation of resources from the school's budget.
- have a regard to the ALNET Act (2018) when carrying out these responsibilities.

The role of the class teacher

The Class Teacher's responsibilities to learners with ALN include:

- awareness of the school's procedure for the identification and assessment of and subsequent provision for ALN pupils
- provide high quality, differentiated class teaching (universal provision).
- develop constructive relationships with parents and keep parents informed of progress.
- communicate concerns about a learner to ALNCo, for inclusion on school monitoring register. Communicate concerns to parents. Monitor and give feedback on progress over time. Implement any extra support necessary within universal provision and deploy LSA support to accommodate this (also see Appendix 2).
- collaborate with the ALNCo in developing the IDP and deciding upon the ALP required to assist a learner to progress.
- co-operate in implementing ALP for pupils with ALN and deploy LSA support necessary to deliver ALP.
- work with the ALNCo to collect information about a learner for possible identification of ALN or review purposes.
- be involved in the development of the school's ALN policy.

The role of the headteacher

The headteacher's responsibilities include:

- ensuring that provision of a high standard is made for learners with ALN
- ensuring full inclusion of learners with ALN
- day-to-day management of all aspects of the school including ALN provision
- keeping the Governing Body well informed about the ALN within the school
- working closely with the ALNCo
- ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education
- full involvement in the development and review of the ALN policy
- having regard to the ALNET Act (2018) when carrying out these responsibilities

Professional Learning

Part of the ALNCO's role is school-based professional learning to keep staff informed about new ALN initiatives. As a routine part of staff development professional learning

requirements in ALN will be monitored. The School's professional learning needs will be included in the School Development Plan.

Partnership with parents

Hawthorn Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of ALN pupils as valued partners in the process. They contribute to the 'Person Centred Approach' that is adopted within the school. Depending on age and appropriateness, ALN pupils will also be encouraged to participate in the decision-making processes affecting them.

Links with external agencies / organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for ALN pupils. When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational Psychologists
- Medical officers
- Speech therapists (SALT)
- Occupational Therapists
- Physiotherapists
- Hearing Impaired services (HI)
- Visual Impairment Services (VI)
- Behaviour Support (Engagement Team)
- Specialist Outreach teachers (P/Med, Cognition and Learning, SLCN)

In addition, important links are in place with the following organisations:

- Local nurseries with the aim of providing continuity of ALN information and provision
- The LA (including the ALN service)
- Inclusion Officer
- School's Liaison Officer
- School Nurse
- Families First
- FACT
- LA vulnerable groups' service

Monitoring & 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
- Reviewing School Support Plans and impact of interventions
- School self-evaluation, using a variety of approaches
- Leadership team meetings
- The Governors' Annual Report to Parents
- The School Improvement Plan