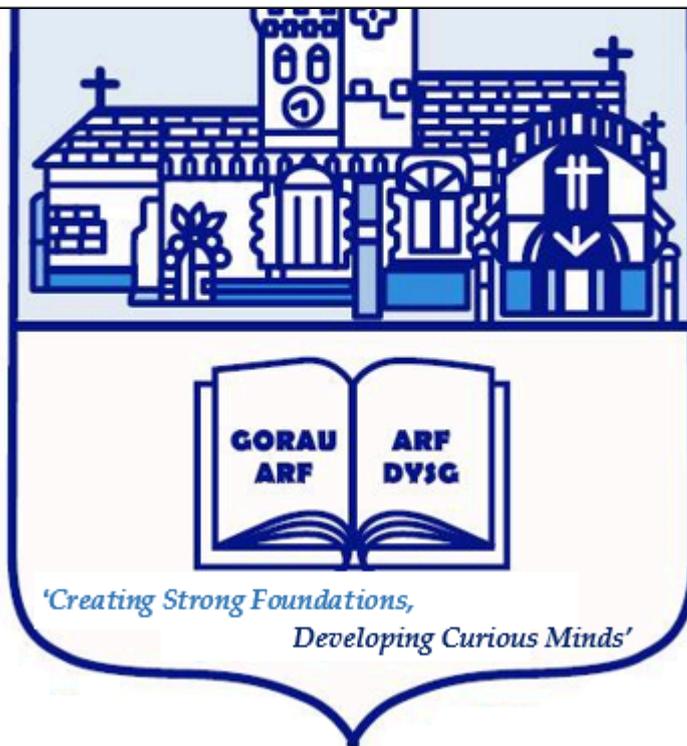


Policy:	ALN Policy
Date Ratified:	6/7/23
Signature: (Chair of Governors)	
Signature: (Headteacher)	
Shared with staff?	Yes (See staff meeting minutes)
Review Date:	6/7/25

“Every Child Matters and Every Child Matters Equally”
UNESCO 2017

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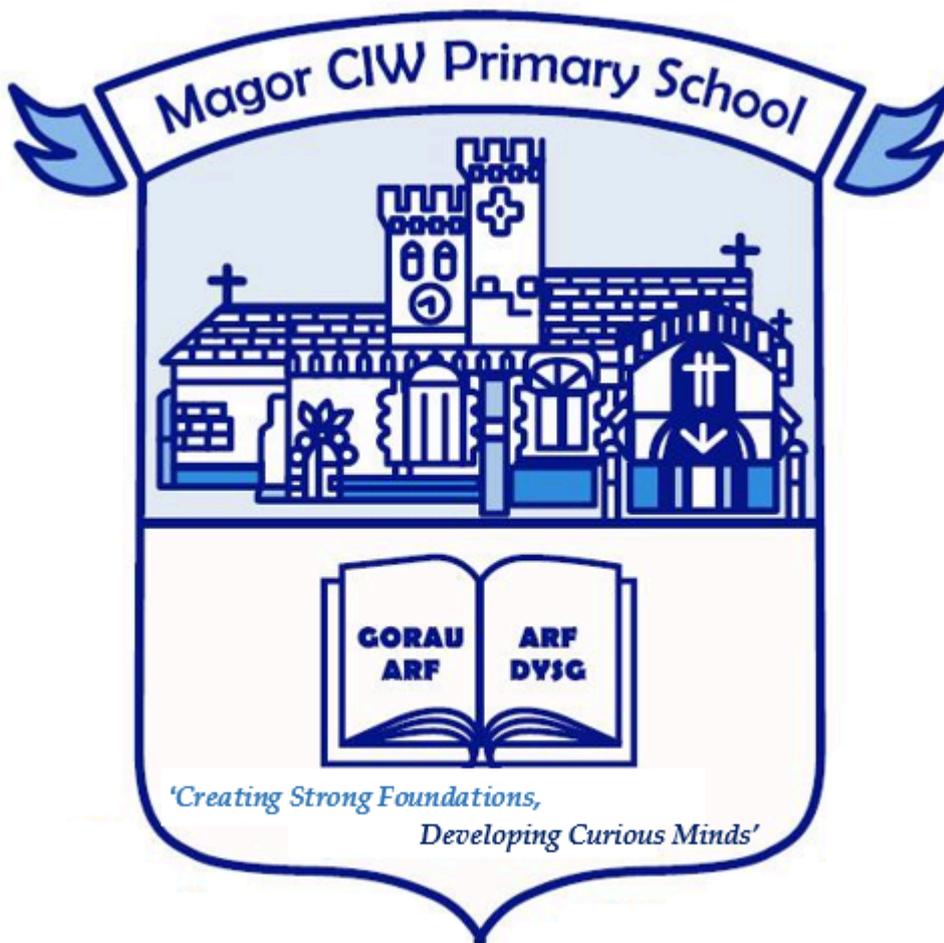
We uphold the United Nations Convention on the Rights of the Child, that everyone who works with children should do what is best for each child (Article 3), that every child has the right to learn (Article 28), that every child has the right to be the best they can be (Article 29) and every child should not be harmed and should be looked after and kept safe” (Article 19).

This policy supports the school to meet its statutory responsibilities as set out in the ALNET Act 2018 and the ALN Code for Wales 2021. Acronyms and definitions used throughout this policy are the same as those in the documents listed above.

Aims

Magor Primary School aims to meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies by:

- implementing and adhering to the ALN Code for Wales 2021
- enabling full access to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural, social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.



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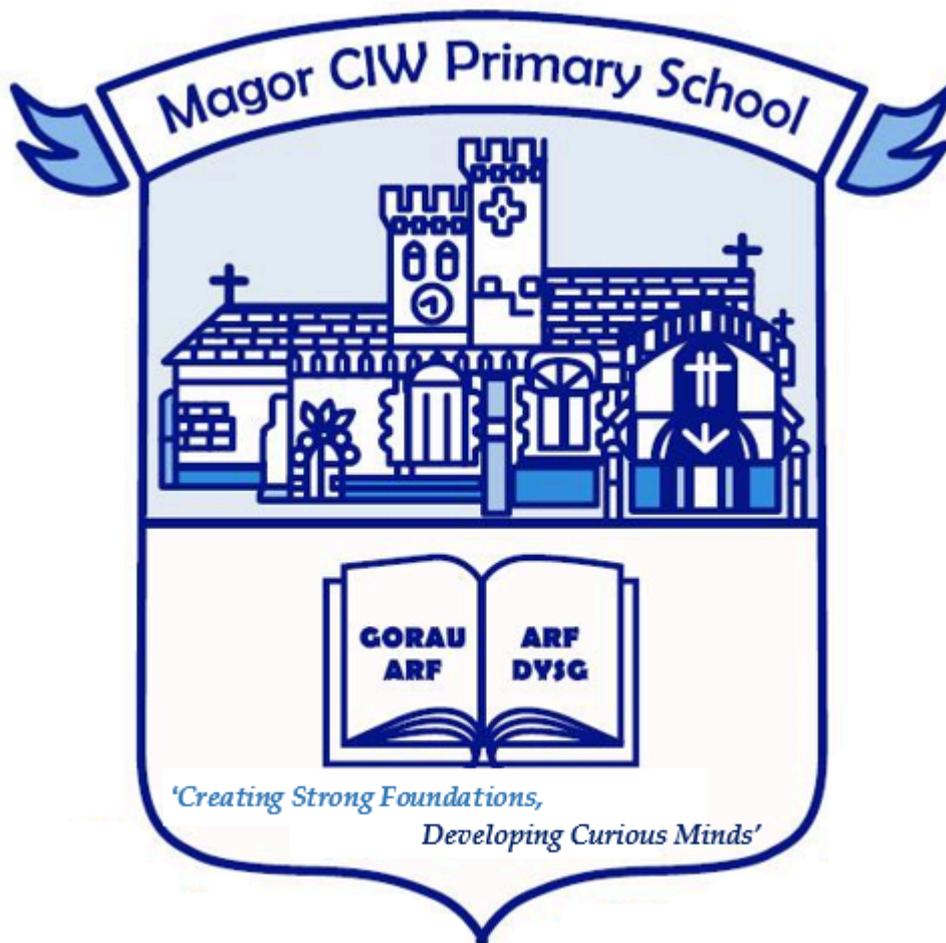
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The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management including staffing and resources.
- Ensure that the ALNCo has reasonable time and resources to carry out their duties.

ALNCo

- Ensure implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure the practical implementation and review of the school Additional Learning Needs Policy.
- Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensure clear systems around the development, review and the quality assurance process of identification, assessment, planning and reviewing the one-page profiles (OPP) and IDPs.



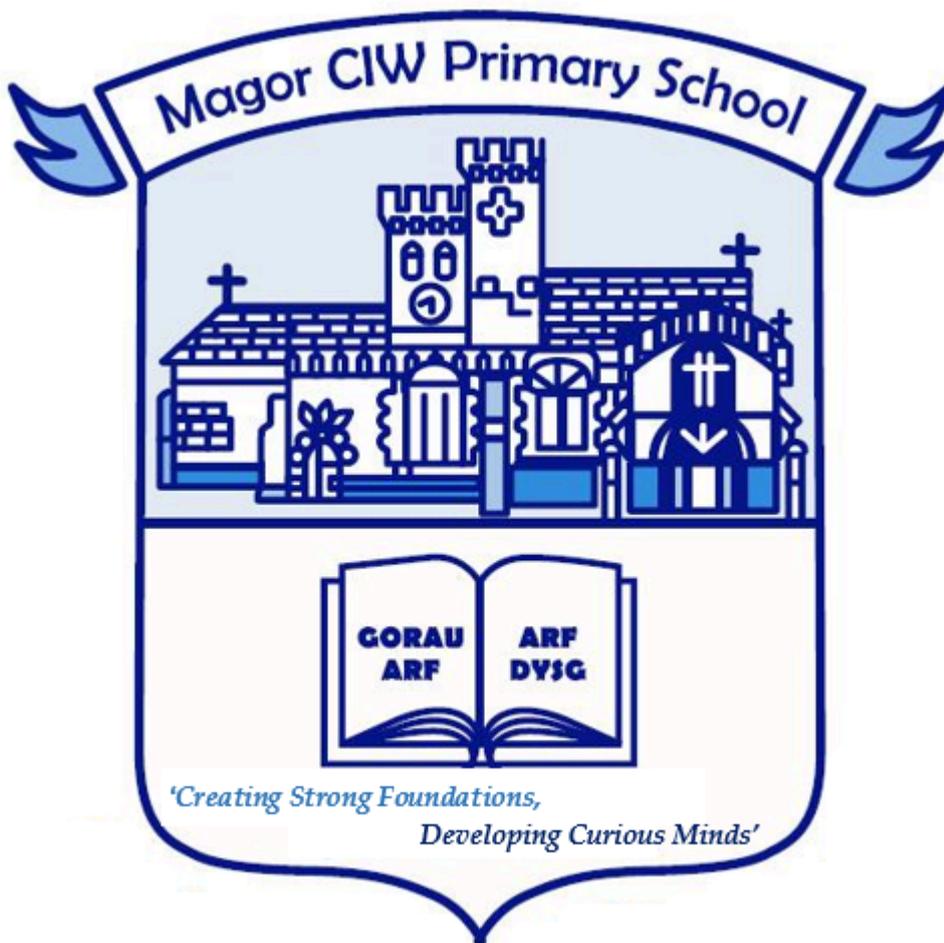
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- Ensure that achievement and progress are appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual needs.
- Work with Teaching Assistants (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 (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Complete referral forms (with the support of the ALNCo if required).
- Record and report any concerns on pupil progress to the ALNCo.
- Contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team/ALNCo.
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.



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is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.

- Having a clear knowledge of the school’s provision map.
- Ensuring that a member of staff is designated as the ALNCo and that the ALNCOs key responsibilities are outlined and monitor how effectively they are carried out.
- Ensuring that the school’s budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Considering how changes to policies and practices across the school might impact ALN pupils.

Support Agencies

The school engages with various external support agencies to support and guide staff in providing appropriately for pupils with ALN.

This may include completing diagnostic assessments and withdrawal of pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

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the agencies, parents, the pupil, and school staff. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

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

Levels of Support/Provision Mapping

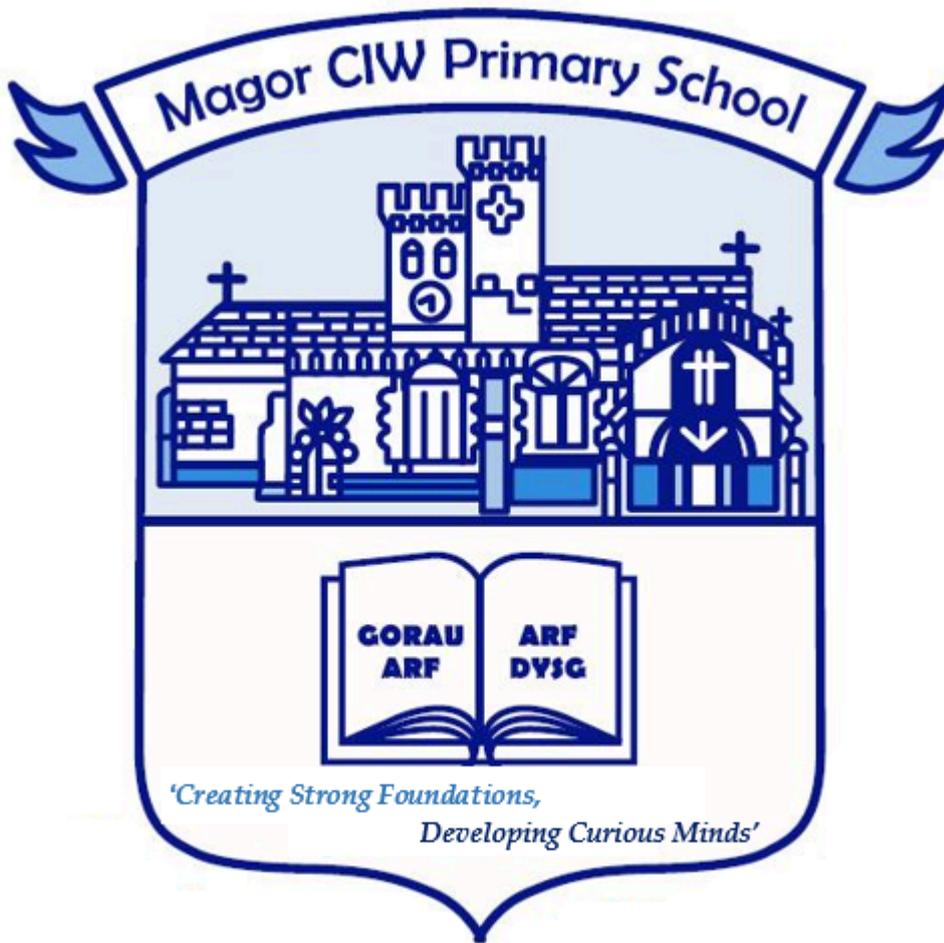
Meeting the needs of learners with ALN is part of a whole school approach. The graduated levels of support are identified in the school's provision map.

Magor Primary School's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support. (see Appendix ii School Provision Map 21/22)

The graduated levels of support are as follows:

Universal Provision/Universal Provision Plus

All teaching and learning throughout the school is inclusive and aims to meet the needs of nearly all pupils through high quality differentiation.



Learning

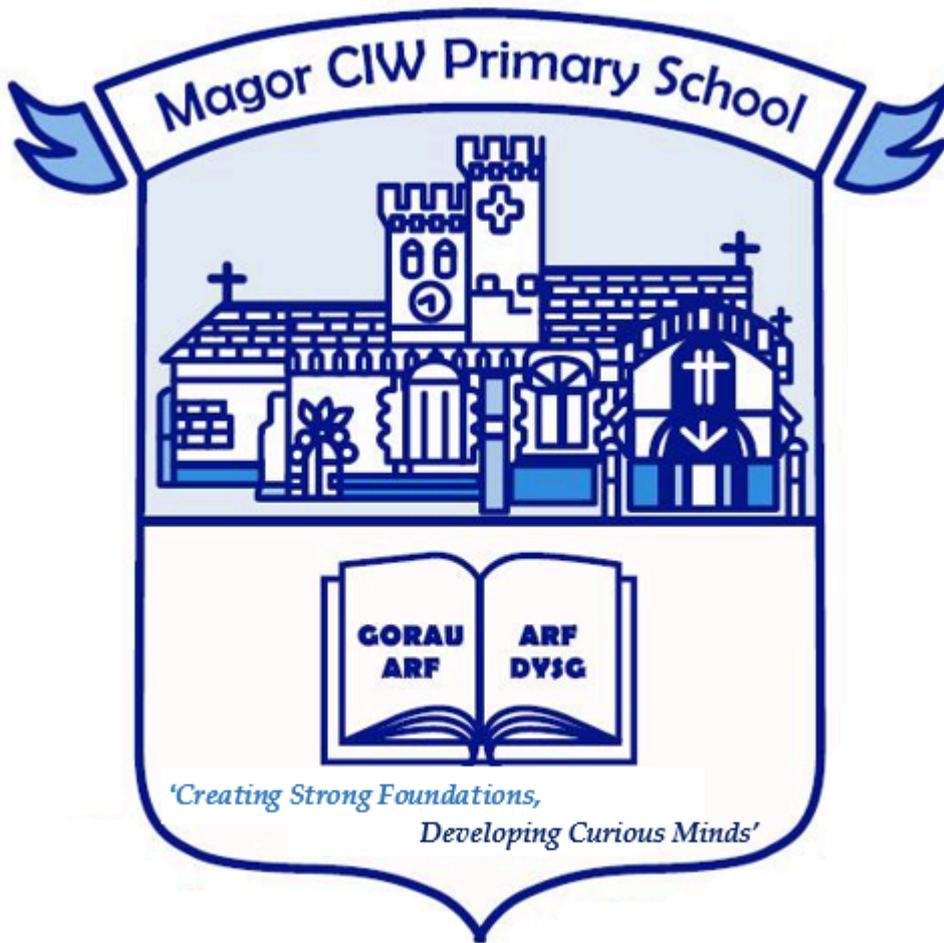
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For the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024

Engagement

Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

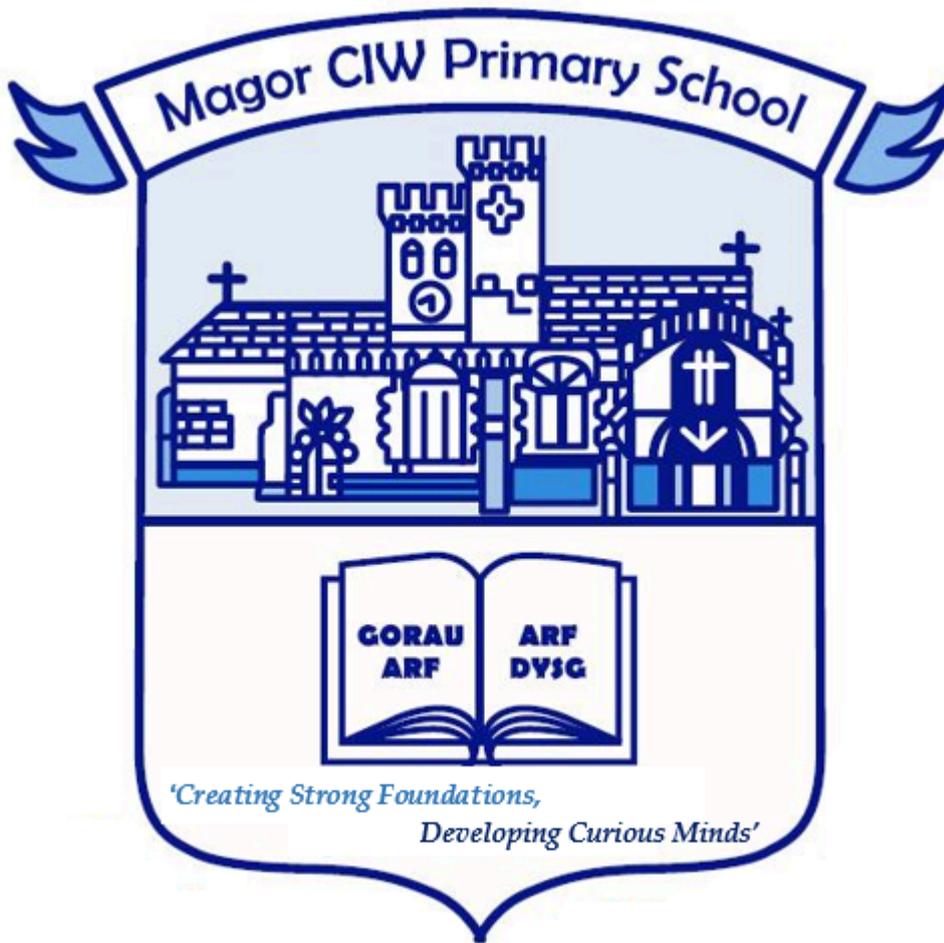
Parents can discuss any specific ALN concerns with the Class Teacher in the first instance and then if required with the ALNCo

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

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.

Monitoring and Evaluation

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Appendices

Appendix i – One Page Profile

Copy of sample One Page Profile - One Page Profiles are created through person centred approaches for all pupils with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

Appendix ii – Support Structures

Overview of the areas of the Provision Map:

Meanings of each stage – specific, targeted, universal plus and universal

Copy of school Provision Map