

Additional Learning Needs Statement

The aim of this Additional Learning Needs (ALN) statement is to provide guidance to the school community as it works to meet the needs of learners at our school who have Additional Learning Needs. The statement provides more detail on:

- what do we mean by ALN?
- how the ALN process works
- ALN & Pedagogy

The school aspires to promote and uphold a posture which meets everyone with compassion. To do this, we work hard to maintain the dignity of individuals, families and staff and are intentional in uplifting all members of our learning community.

Our aim is to ensure that all learners foster a deep understanding of how they believe, achieve, and succeed and how that process is circular. We understand that believing, achieving, and succeeding is a continual process that possesses the outcome of progress, not completion.

Part 1: What do we mean by ALN?

For some learners, progress in their skills and knowledge doesn't come as quickly or as easily as would be expected. In these cases, school has a duty to take steps that secure provision which is different from or additional to what is available to other learners to ensure progress.

To be able to take these steps, school needs to first be able to recognise when there are ALN.

Recognizing ALN

The definition of what constitutes Additional Learning Needs is outlined in the statutory guidelines from Welsh Government in the document [the Additional Learning Needs Code for Wales](#) (ALN Code). When recognising ALN, the school's role is to collect information and data before concluding by applying the definition of ALN provided by Welsh Government.

The statutory guidelines of the ALN Code (p 28-38), guide schools to recognise ALN by asking two questions:

- 1) Does the child or young person have a learning difficulty or disability?
- 2) Does the learning difficulty or disability call for Additional Learning Provision?

The code notes that both questions need to be answered in the affirmative in order to recognise ALN. This is outlined in the below table:

Question 1	Question 2	ALN?
✗	✗	✗
✓	✗	✗
✓	✓	✓

To arrive at a conclusion and answer the above questions, the school considers a evidence of progress or lack thereof over an extended period of time and from a variety of sources.

The role of the Co-ordinator

The school has a nominated person who fulfils the role of Additional Learning Needs Co-ordinator (ALNCo).

In conjunction with the Senior Leadership Team, they are responsible for:

- ensuring the quality of teaching and learning
- promoting an ethos of access and inclusion
- managing the school's staff and resources to meet the needs of pupils
- monitor and evaluate how effective the school is at its work
- contribute to and execute the school's self-improvement priorities

Additionally, the ALNCo has specific responsibilities which are:

- to lead and co-ordinate the process of recognising ALN
- facilitate professional conversation to arrive at a joint understanding of how progress looks for different pupils
- nurture and maintain effective, constructive relationships with children and families
- work with outside agencies that support pupils
- monitor and evaluate ALN processes
- monitor and evaluate the progress of particular groups of learners
- write and maintain Individual Development Plans
- be answerable to school governors for ALN

The appendix Path to Ensure Provision for ALN details the relationship between the ALNCo, the teaching team and the school's leadership.



Part 2: How does the process work?

The process of recognising ALN can begin in two ways. The first way is that parents who have a significant concern about the progress of their child can formally enquire about the progress of their child and whether ALN might be hindering progress. The second method is that school share their observations and evidence of the challenges in securing progress for a child.

In either case, a meeting is organised to discuss evidence and observations and, if appropriate, form an Individual Development Plan (IDP).

Forming a new IDP

While recognising and working together to define what barriers might be in place or what progress looks like for an individual learner, the ALN Code notes (p. 98) that this process should begin and be completed within 7 school weeks (35 school days).

A diagram illustrating the 7 week process to form a new IDP

Week 1	<ul style="list-style-type: none"> • Case brought to school's attention • Note made of date and summary • Appoint a co-ordinator • If school is starting the process, notify parents: <ul style="list-style-type: none"> ○ <i>that school are considering whether child has ALN</i> ○ <i>explaining the process</i> ○ <i>sharing details of the co-ordinator</i> • Parents notified by way of letter that explains the process • Agree on a date for a Person Centred Practice meeting (which may be used to form an IDP) <ul style="list-style-type: none"> ○ <i>Now is a good time to consider the people that would need to be in the meeting and to notify them of intended date to ensure availability</i> • Collect information from agencies involved with the child 	
W 4	<ul style="list-style-type: none"> • School to conclude whether child has ALN or not • Send YES ALN or NO ALN letter to parents including information used to arrive at conclusion 	
	YES ALN	NO ALN
	<ul style="list-style-type: none"> • Confirm the meeting date with all the stakeholders • Share information before hand 	<ul style="list-style-type: none"> • Share decision with parents including their right to appeal <p><i>It might be worth keeping the meeting agreed in Week 1 in the diary to discuss findings and next steps</i></p>
W 5	<ul style="list-style-type: none"> • Person Centred Practice meeting • ALNCo to use notes from PCP meeting and advice from agencies to form IDP 	
W 5/6	<ul style="list-style-type: none"> • Share draft IDP with all stakeholders • Give until week 7 for responses and suggestions 	
W 7	<ul style="list-style-type: none"> • Final IDP completed 	



Next steps	<ul style="list-style-type: none"> • Adapt Progress Plan and timetables to ensure provision • Share with staff • Monitor impact of provision and fulfilment of provision • Review (at least) annually
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Reviewing the IDP

While reviewing the IDP, the statutory 7 week framework does not apply. However, the 7 week framework does provide a good framework for co-ordinating and timely information collection which contributes to a constructive review.

Additional Provision

In the IDP, section 2b notes the additional provision in place to ensure progress. At school, we have graduated different types of intervention or provision for different learning needs (see the School's Provision appendix). Usually, Additional Learning Provision from the menu that we already have at school would mean a higher level of intensity or frequency for the learner.

In some cases, ALN will necessitate further training to append the school's additional provision. In that case, the ALNCo will liaise with specialist external agencies to arrange training for members of school staff. In the best practice, the required training will be discussed in the PCP meeting (Week 5) and noted in the IDP.

Beyond the school's provision

In some cases, the additional provision the school can offer isn't enough to ensure progress.

In the Vale of Glamorgan local authority, there are several centres of excellence for different additional learning needs. These exist to provide the appropriate provision for learners at different points of their journey.

If these seem like the learning path which is in the best interest of the pupil, the school and parents will work together to come to an agreed course of action, one way or the other.

If the result of the decision is to seek provision from a centre of excellence, then school enter a process called re-consideration.

In the re-consideration process, the child's needs are presented before a panel in the local authority and they come to a decision based on the evidence presented whether a placement or different kind of provision is appropriate and which centre of excellence that might be.

Ceasing to maintain an IDP

In some circumstances, it is appropriate for the school to lead a conversation with parents and external agencies to decide whether an IDP should cease to be maintained.

The ALN Code (p. 316) explains that there are 4 reasons for ceasing to maintain an IDP.

1. if the school decides that the child or young person doesn't have ALN any longer and if that decision is not successfully challenged
2. if the child or young person no longer agrees that an IDP should be maintained
3. if the child or young person ceases to be a registered pupil at the school
4. if the child or young person is registered in two locations and that the local authority are responsible for the pupil

If considering this step, it is crucial to involve and listen to the child and their family.

If there is no ALN

Every pupil receives support to make progress at school. ALN pupils receive significantly more additional support which is different from the support others receive to ensure progress.

If a pupil is finding it difficult to make progress but they can't satisfy the two-step test outlined above, then the school will still make reasonable adjustments for them.

A group of learners at school are on what are known as Progress Plans. Their progress is monitored closely, and some extra support is timetabled for them within the class.

Support for parents

There is support available for the parents of children with ALN. These agencies specialise in advocating on behalf of families and children and can connect families with services that specialise in providing activities and events that are accessible for children with ALN.

[SNAP Cymru](#)

[Vale of Glamorgan Index](#)

Neither should it be undervalued how crucial the support and understanding of an empowering school community that works with parents and families to get the right provision for their children.



Part 3: ALN & Pedagogy

Teaching of a consistently high quality is the best provision for ensuring progress over time. Additional provision in isolation cannot make up for a lack of a consistently high quality of teaching over time.

A key question to ask when recognising the needs of different learners is: what's already happening? Answering that question while considering the factors below allow professionals and parents to wonder and think about strategies or adjustments that might help a learner make progress.

Inclusion is a central aspect of teaching which is of consistently high quality. This means planning and maintaining a learning environment and pedagogical techniques that meet the needs of learners.

To achieve this, we consider several aspects including:

- the outdoor classroom
- the indoor classroom
- classroom management
- effective practice

Organising things – inside and outside

The outdoor area	Yr ystafell ddosbarth
<ul style="list-style-type: none"> • good contrast between colour • multi-sensory activities • tools and equipment in varying sizes • a consideration made of the pupils' reach • making differences in floor surfaces clear • making edges that are off the ground clear (e.g. steps) • the use of pictures to support words • quiet areas made available • in mark making areas, a variety of surfaces (horizontal, vertical, sloped) 	<p><i>physical properties</i></p> <ul style="list-style-type: none"> • contrasting colours when writing on whiteboards/interactive screens (e.g. black, dark blue, dark purple) • being able to cover windows with curtains/blinds • quiet areas that promote concentration • furniture of appropriate size • a consideration made to the level of noise • avoiding shiny, bright surfaces which glare <p><i>properties within the teacher's control</i></p> <ul style="list-style-type: none"> • avoid standing in front of a window • avoid covering the mouth • promote the independence of learners • work desks facing the location of teacher or vital information (e.g. screen, whiteboard) • symbols or visual clues available • daily, high use resources that increase access e.g. phonics strips, task planners, visual timetables • Displays to be clear, uncluttered and easy to read



Organising people – maintaining the learning environment

Having considered the response to the physical properties of the learning environment, the management of the learning environment is within the control of the teaching staff. The schools Relationships Policy goes into greater detail but the below are questions to consider when thinking about how to maintain the relational learning environment.

Give consideration to:

1. How are expectations and routines explicitly taught?
2. Which daily routines will form the backbone of the school day in the classroom?
3. Which decisions need to be made around the physical placement of children in the classroom?
 - a. consider left handed/right handed; visual or hearing challenges; constructive working relationships; sensory adjustments
4. How will the levels of noise be managed to ensure concentration?
5. How is the balance struck in your class between promoting independence and resources which increase accessibility?
 - a. this might include left/right handed scissors; coloured overlays; appropriate reading texts; communication aids; wellbeing systems; key vocabulary to understand a subject; number lines; sensory aids
 - b. these will vary from class to class according to needs

Organising the pedagogy – five effective strategies

In their publication, '[Special Education Needs in Mainstream Schools](#)', the Education Endowment Foundation name and describe 5 teaching tools that, based on evidence and research, improve the quality of teaching. While these teach children without ALN effectively, they also teach children with ALN effectively - it's just good teaching - and, because consistent teaching of high quality is the best intervention, these are pillars of practice for teachers.

They are:

Scaffolding	<i>Scaffolding offers temporary support which is intentionally faded while the learner grows in confidence. Scaffolding is an aspect of Explicit Instruction.</i>
Explicit instruction	<i>This isn't 'chalk and talk' – it's more than that. Explicit Instruction is clear instruction and modelling, followed by joint practice, followed by independent work. "I do, we do, you do," in short!</i>
Technology	<i>Used and chosen carefully, technology offers a lot to learners. A wide range of school life can be supported by technology – teachers' modelling, taking notes – you name it, technology can support it.</i>
Cognitive and metacognition strategies: chunking	<i>This refers to techniques of memorizing or specific strategies for activities or work – think 'long division', for instance. The steps required to complete a routine can be chunked into segments that are organised on task planners.</i>

Flexible grouping	<i>Flexible grouping allows teachers to make temporary groups which create opportunities for joint learning. These groups should be rotated regularly and over short periods of time or be assigned a particular task to work on and complete.</i>
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Recognition:

Education Endowment Fund – [Special Education Needs in Mainstream Schools](#) (2020)

Evidence Based Education – [Great Teaching Toolkit Evidence Review](#) (2020)

Welsh Government – [The Additional Learning Needs Code for Wales](#) (2021)

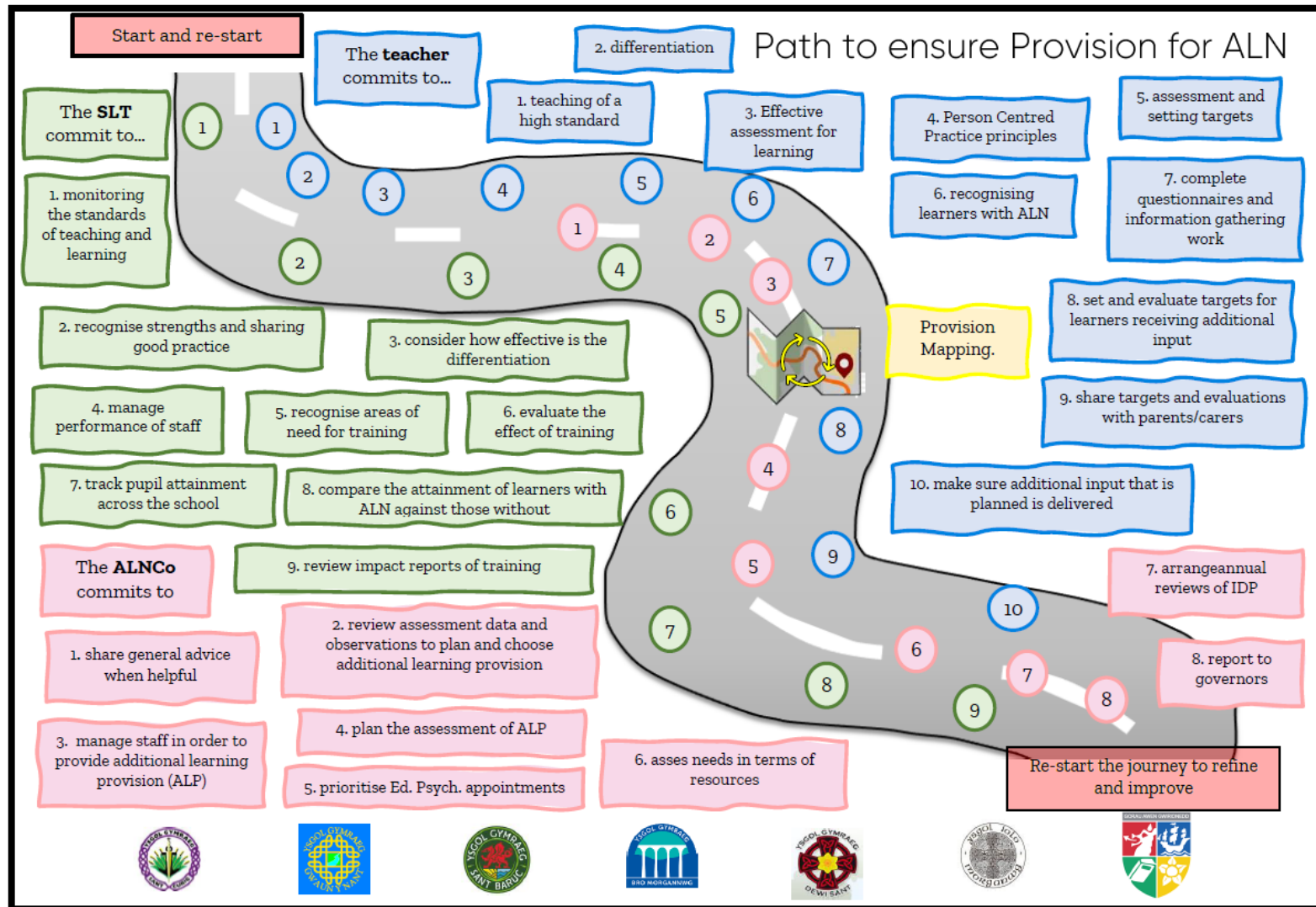
Central south Consortium - [Inclusion, additional learning needs and additional learning provision](#) (2021)

Appendix:

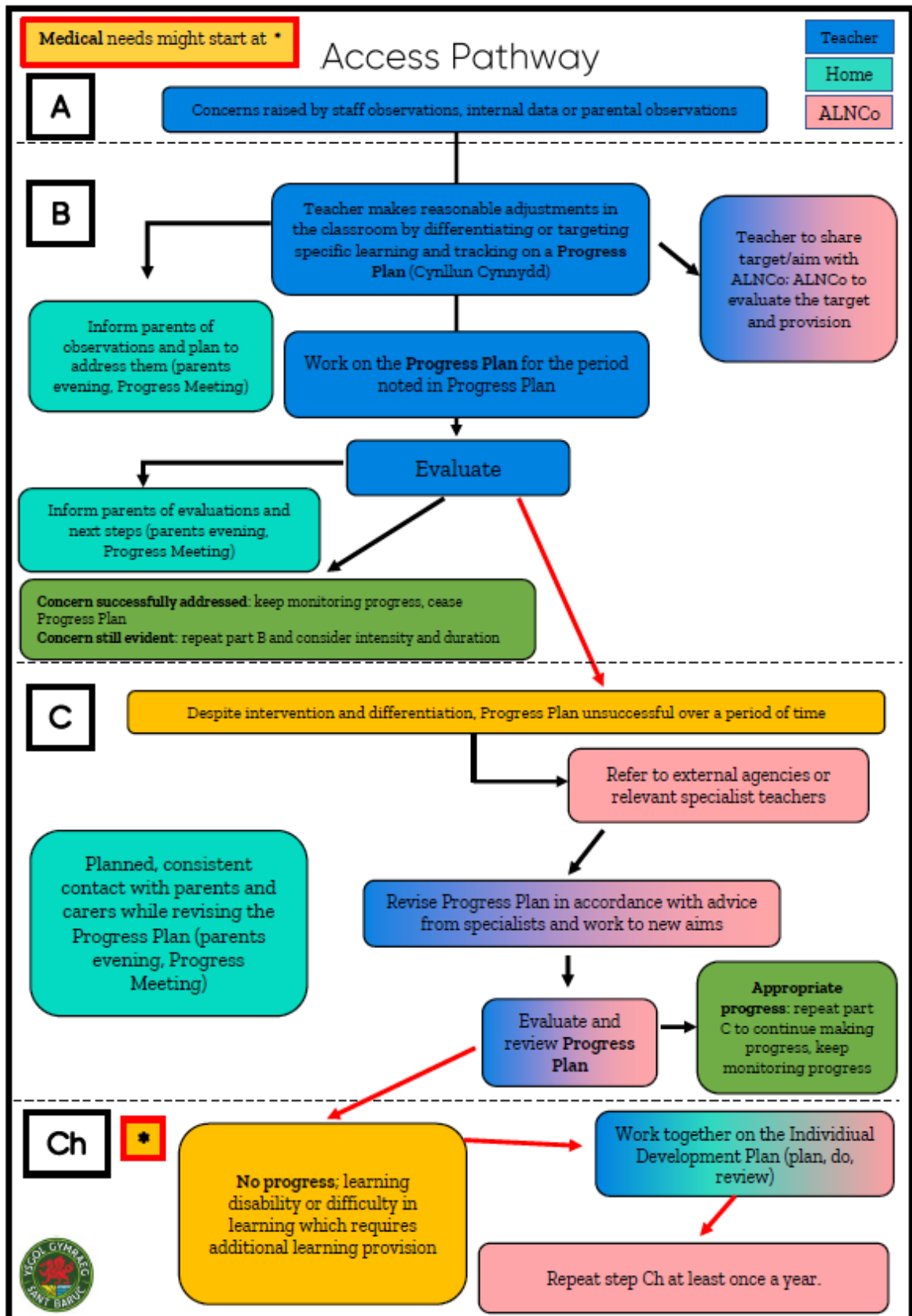
1. Path to Ensure Provision for ALN
2. Trywydd Mynediad
3. Diagram Continuum Cefnogaeth
4. Darpariaeth o fewn yr ysgol



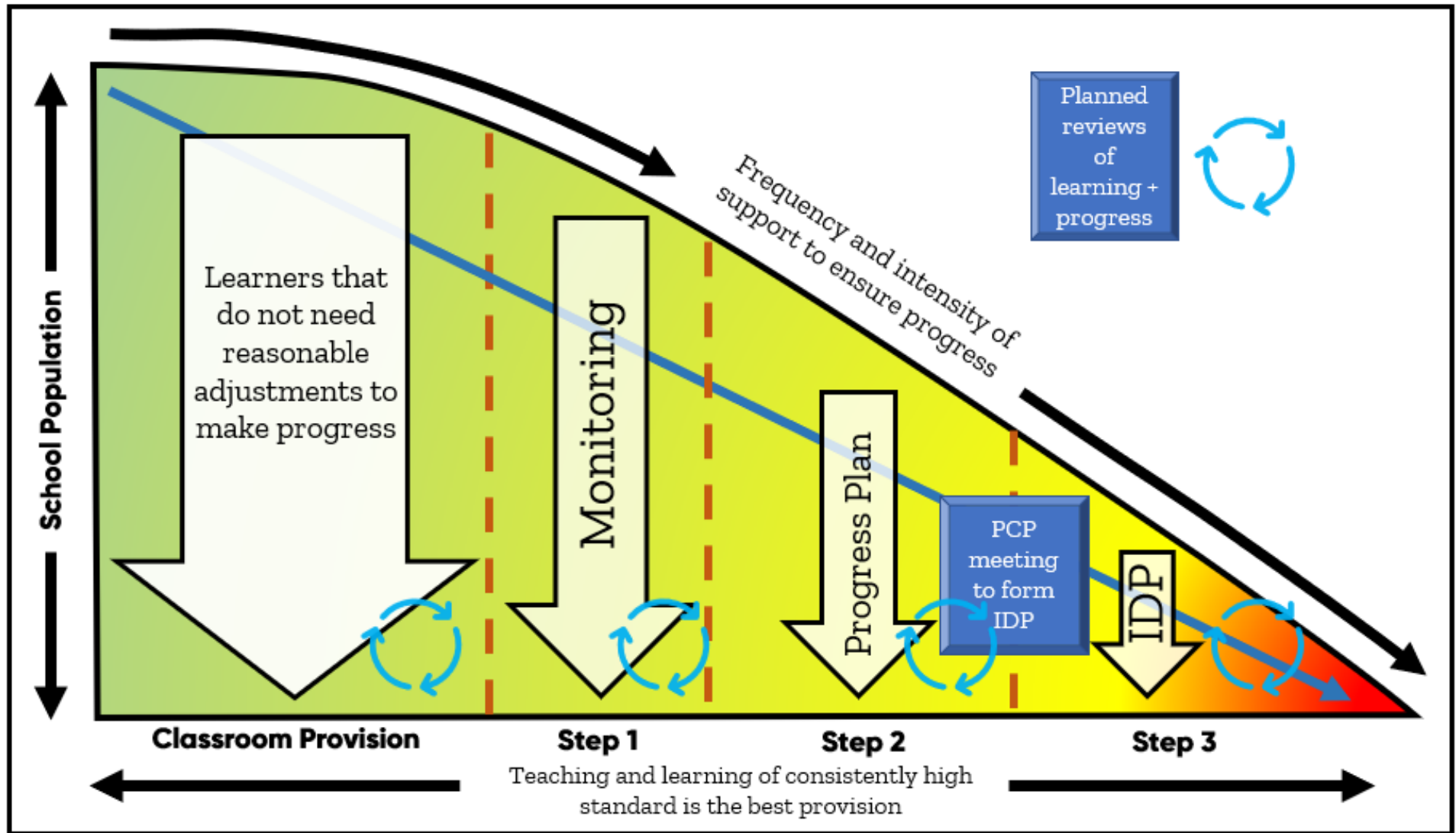
Atodiad 1: Path to ensure Provision for ALN



Appendix 2: Access Pathway



Appendix 3: Support Continuum



Appendix 4: Provision within school

Here is a list of provision that is available in school which can be used on a best-fit, needs-led basis to support learners with challenges. When necessary, school can organise training for staff members according to needs in line with the advice of specialists.

<p>Cognition and Learning</p> <ul style="list-style-type: none"> • short, targeted interventions to support a particular aspect of learning • effective differentiation • resources made available e.g. number lines, dictionaries, phonics mats, writing frames • chunking and scaffolding that fosters independence • pole-bridging partner work • high quality continuous provision • recognition and praise which responds to effort and achievement • use of effective screening tools in the early years (Nursery, Reception) to intervene early (WellComm, Language Links, DEST) • Clear, easy to follow instructions • Specific, explicit work to develop listening and concentration skills (Language Links, WellComm, Tap, tap box) • Effective use of Teaching Assistants to support learners • resources that mitigate against dyslexia (Nessy, PowerPoint fonts choices, worksheet font choices, coloured overlays)
<p>Behaviour, Emotional and Social Development</p> <ul style="list-style-type: none"> • Class circle time • Trauma Informed Schools Principles (PRRR, PACE, WINE) • Emotional Input through the ELSA framework • Talkabout • Visual timetables • Motional and SELFIE snapshots • Relationships Policy • Sensory breaks • Pupil pursuit conversations between teacher and ALNCo/Key Stage Lead (what's working well, what could be working better, what will we do) • Strong working relationships with the home • Now and Next boards • Easy access to and planned activities in the outdoors • One Page Profiles for every pupil • A broad and balanced curriculum
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • minimise stimuli that distract in the classroom (clear displays, keeping the learning wall clear, lighting, blinds, noise levels etc) • Flexibility when grouping within the class • Visual cues and systems e.g. traffic lights, visual cue cards, visual timetables

- strategies that create time to think and respond e.g. chunk-chill-check; white boards; learning partners; eye contact when appropriate; fronting instructions with 'name'; no hands up
- strong linguistic role models
- working through WellComm, Language Links and Junior Language Links
- Whole class visual timetable
- explicit instruction for new vocabulary
- *Chatterbox* to work on sequencing and order
- *BLANKs* questions to work on reading comprehension
- use of check-lists like *Universally Speaking* and the *Good Practice Guide*
- Now and Next boards

Sensory and/or physical

- Reasonable adjustments to the classroom
- use of multi-sensory experiences rather than only pen/pencil and paper
- large print
- writing slopes
- pencil grips and adapted writing tools
- coloured overlay
- consideration given to the light levels
- ear defenders available on a needs-led basis
- planned quieter times in the classroom
- Legible, clear displays on contrasting backgrounds
- resources that promote concentration (e.g. fidget tools, wobble cushion)
- Handwriting Motorway to develop gross and fine motor skills