**Gorwelion Newydd**

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**Additional Learning Needs Policy**

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| **Date:** | ***19th May, 2023*** |
| **Review date:** | ***23rd May, 2023*** |
| **Version:** | ***2*** |
| **Signed (Chair of Governors):** |  |

**Context**

This policy should be considered alongside the SEN policy until July 2024 and was prepared with reference to:

* Additional Learning Needs Code 2021
* Equality Act 2010
* Additional Learning Needs and Education Tribunal Act 2018
* UNESCO
* Assessment Policy
* Admissions Policy

The policy was created in partnership with the Senior Leadership Team, link Management committee Lead for ALN, representative staff, parents/carers and young people. The policy reflects the ALN Code (2021).

**Ethos**

At Gorwelion Newydd we value our children and young people as individuals and are committed to providing a person centred, safe environment in which they can flourish.

At Gorwelion Newydd the child is at the centre of everything we do and we are committed to ensuring the rights of the child in accordance with the United Nations Convention on the Rights of the Child. Pupil voice is strong and wellbeing is promoted and sustained as a whole service priority.

We are committed to providing a broad, balanced and differentiated curriculum incorporating a wide range of internal and external interventions to secure the best possible outcomes for our young people.

Every teacher at Gorwelion Newydd is a teacher of all pupils, including those with ALN incorporating children and young people with social, emotional and mental health needs.

**Definition of ALN**

At Gorwelion Newydd we use the definition of ALN from the 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.

**Aims and Objectives**

At Gorwelion Newydd we recognise that many of the young people find mainstream school overwhelming and no matter what behaviours or difficulties they present, we have a continuous positive regard, each day is a new day.

Following an agreement to a full time educational placement, we extend a warm welcome to all parents, carers and young people to an admission meeting. This enables the opportunity to meet with staff, look around the facilities and have any questions answered.

A person-centred approach is adopted throughout the service, placing the child/ young person at the heart of everything we do. Pupils are supported to be involved in decision making and to be able to express any concerns.

When young people arrive at Gorwelion Newydd, the team run a series of diagnostic tests to build up a picture of why they have been struggling at school. This information enables the development of a Person-Centred Plan for all young people, which will support the development of an Individual Development Plan where necessary.

Taught lessons are in small groups that focus on individual learner needs.  There is strong emphasis on developing active learning and a variety of activities based within the classroom and wider community.  Our aim is to provide a wide range and variety of enrichment activities including sport, music and creative arts. This may include the commissioning of private and third sector organisations that are fully quality assured.

We offer all young people a healthy breakfast every morning; this supports our commitment to healthier lifestyle choices.

We are proud of our team and collaborative approach with parents and agencies; parents are encouraged to play an active part in their child’s learning and to contribute to and support targets set. Parents receive regular updates regarding their child’s personal, social and educational progress; based upon our mentoring and site specific target tracking processes to encourage, recognise and reward good attendance and behaviour.

**Role and Responsibilities**

**Management Commitee will 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 scheduled between the ALNCo, inclusion officer and the link management committee representative for ALN.
* the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review led by Senior Leadership Team including the Link management committee representative and approval by the Full Management Committee.

Link Management Committee representative for Additional Learning Needs: Sally Morrow

**Head Teacher & Senior Leadership Team**

The Assistant Headteacher ALNCo is part of the Senior Leadership Team and supports the Headteacher and wider leadership team to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

**Assistant Headteacher- Additional Needs Co-ordinator (ALNCo)**

The role of the ALNCo has been statutory since January 2021. With reference to chapter 8 of the ALN Code (2021) alongside additional leadership responsibilities the Assistant Headteacher ALNCo is responsible for;

* Overseeing the day-to-day operation of the school’s arrangements for ALN. This includes contributing to the development and implementation of appropriate ALN procedures and systems within the school, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN.
* Providing professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff with managing tracking and good target setting.
* The designated overall responsibility from the management committee for ensuring that all learners across the setting with ALN have an IDP. This includes making arrangements for identifying the learners’ ALN and co-ordinating the ALP that meets those needs.
* Ensuring that whenever the setting has a duty to decide whether a pupil or student has ALN, to oversee the process and development of the IDP where required.
* Ensuring that IDPs are developed and reviewed appropriately.
* Ensuring that IDPs and any other associated records relating to pupils/students ALN and ALP are maintained and kept up to date. This includes maintaining the written records which must be made of the date on which it is first brought to the attention of the education setting that a child or young person may have ALN.
* Overseeing the ALP across the school to meet the needs identified within IDPs. This involves ensuring regular reviews of the ALP made for learners and may involve leading the review process to ensure provision continues to meet identified needs.
* Securing relevant services that will support the learner’s ALP as required. This includes liaising with external agencies and specialist services.
* Acting as the key point of contact for the local authority inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists etc.
* Liaising with and providing information to children, young people or the parents of children with ALN on a regular basis about learners ALN, their IDP and ALP.
* Monitoring the effectiveness of ALP, monitor the impact of interventions and assess progress achieved against planned outcomes for all learners with ALN. Where progress is not meeting expectations to review the interventions and adjust accordingly.
* Promoting learners inclusion in school and access to the settings curriculum, facilities and extra-curricular activities.
* Supporting learners with an IDP with their transition between education settings, further study or work. This includes overseeing the appropriate transfer of information between education settings about the learner’s ALN and ALP. It also includes liaising with careers specialists to ensure that learners with ALN receive appropriate careers advice.
* Preparing and review the information required to be published by the governing body pursuant to the ALN Code, including relevant policies.
* Advising teachers about differentiated teaching methods appropriate for individuals with ALN.
* Advising on and contribute to the broader support provided within the school including the professional learning of other staff. This includes contributing to in-service training for teachers and supervising and arranging the training of learning support workers who work with learners with ALN.
* Being a source of expertise on ALN by developing specialist skills and knowledge and keeping up-to-date on the latest guidance available for ALN.
* Continuing to develop own professional learning by liaising with other ALNCos, Specialist settings and professionals to develop and share experience and best practice. This includes ensuring your record is up-to-date with the Education Workforce council in respect of roles and professional learning in relation to ALN.
* Ensuring that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate.

Assistant Headteacher ALNCo: Liz Owen

**Assistant Additional Learning Needs Co-ordinator is responsible for:**

* To support the strategic work of the Assistant Headteacher / ALNCO to ensure the education setting is meeting its responsibilities under the ALNET Act, Code (2021) and the Equality Act (2010).
* To take an operational role under the direct supervision of the Assistant Headteacher / ALNCO in the planning and delivery of provision for children and young people with Additional Learning Needs (ALN).
* To ensure that children and young people with Additional Learning Needs have their needs appropriately identified and met, their independence promoted and that they are supported to make at least good progress and achieve their full potential.
* To promote knowledge and understanding of the ALNET Act and the 2021 Code and support the implementation of the SEN to ALN transformation process.
* To support school improvement, professional development and learning.

Assistant ALNCo: Richard Lilley

**Assistant Headteacher’s at each site are responsible for:**

* Overseeing the providing of documents, notifications, or information to a child or a child’s parent
* Overseeing the day-to-day operation of the sites arrangements for ALN;
* Overseeing that ALP across the site meets the needs identified within IDPs.
* Ensuring 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;
* Ensuring IDPs are developed and reviewed appropriately;
* Ensuring learners with an IDP are supported with their transition between education settings;
* Overseeing the appropriate transfer of information between education settings about the learner’s ALN and ALP;
* Liaising with teachers, ALNCO’s and exams officers when seeking reasonable adjustments for examinations;
* Overseeing implementation of appropriate ALN procedures at the site, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
* 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 (which local authorities **should** consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice;
* Ensuring 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;
* Providing 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 good target setting;
* Ensuring that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
* Acting as a key point of contact along with the pastoral manager, relevant local authority’s inclusion and support services & external agencies.
* Liaising with careers specialists to ensure that learners with ALN receive appropriate careers advice;
* Working strategically with the senior leadership team and management committee 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 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 and through the writing and evaluation of IDP small step targets.
* 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 good and safe learning environment

**Learning Support Assistants (LSAs) and 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 children’s progress in class lessons.
* 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 programs under the direction of the ALNCo and/or class teacher

**Gorwelion Newydd Provision**

**Haulfan and Stiwdio Pen-Y-Cae**

**Universal Provision**

Gorwelion Newydd adopt a ‘high quality teaching’ approach. High quality teaching, differentiated for individual pupils, is available to all pupils who have or may not have ALN. Reasonable adjustments will be made to support our pupils.

The key characteristics of high quality teaching are:

* A broad, balanced and relevant curriculum with high engagement of pupils
* High quality teaching that is well differentiated
* High expectations of every pupil
* Appropriate use of teacher questioning, modelling and explaining

**Targeted Universal Provision**

Young people across theservice are likely to require more support with their learning and/or social, emotional, behavioural development through a targeted approach.

During the admission process we work with young people and parents to ascertain their aspirations for the future and what support they require to succeed. This information combined with data from diagnostic tests and any external agency input, supports the development of a Person-Centred Plan (PCP) and small step target document (Appendix 1).

Small step target documents are regularly monitored and evaluated by class teachers and pupil progress towards targets is shared with parents via termly Person-Centred Meetings. Where young people continue to make progress accessing targeted provision this will continue as required.

As part of Gorwelion Newydd’s Targeted Universal Provision (TUP) pupils across sites have access to a range of:

* Targeted Literacy & numeracy interventions
* Targeted Social, Emotional & Mental Health interventions including outdoor learning and enrichment.
* Therapy provided by the service’s Educational Psychology
* Restorative interventions
* Targeted EOTAS interventions
* Referral to and facilitation of access to external agency interventions

**Stiwdio Hafod Short Stay Provision**

Where pupils at KS3 are experiencing significant social, emotional and behavioural difficulties hindering their progress at mainstream school they may be offered a place at Stiwdio Hafod’s short term provision. For these pupils it is expected that the mainstream school will have sought some specialist expertise from appropriate external agencies such as - Educational Psychology Service, CAMHS, School Health, Social Services and Looked After Children Team in line with the graduated approach. Stwidio Hafod will support the continuation of any specialist support and intervention and where appropriate may seek additional input from other services.

During the admissions process a collaborative approach, with the child’s views and wishes at the centre, will be used to determine what is working/has worked and what’s not working in order to set targets and identify the Targeted Universal Provision required for the short stay. Teachers will use previous information alongside in house assessments to set SMART targets in the form of a small step target document. Opportunities for pupils to meet their targets will be provided daily and pupils will be involved in weekly evaluations regarding their progress towards them. This will be shared with the referring school regularly.

The service will work towards a position where the referring school will have followed the graduated response and have appropriate assessments and interventions in place in order to demonstrate clearly what has been done previously to meet the child’s needs.

**ALN Determination**

Where pupils are not making progress over a sustained period of time Gorwelion Newydd will seek specialist expertise. We may liase with the following services- Educational Psychology service, School Health, CAMHS, Physiotherapy Service, Occupational Therapy Service, Youth Justice Service, and, where appropriate, Social Services and Looked After Children Team.

At Stwdio Pen-Y-Cae and Haulfan the appropriate processes as documented in the statutory ALN Code of Practice will then be followed. If deemed appropriate, an Individual Development Plan (IDP) will be formulated.

Stiwdio Hafod will support referring schools with developing their evidence in order to start the ALN determination process if required.

**Review**

The effectiveness of the provision and interventions and their impact on pupil’s progress will be reviewed termly and will follow an assess, plan, do review cycle.

This will be led by teachers with all staff contributing and will be documented electronically on IDP small step target plans (Appendix 2) It will be informed by assessment results where applicable. Young people will be involved in the process, contribute to the evaluations and have input into the development of any new targets to support them with reaching their outcomes.

A mid- year person centred review will be held where small step target plans and evaluations along with assessment results will be shared with parents/carers.

Each year a formal person-centred review meeting for young people with an IDP will take place, where parents and young people will be involved in reviewing progress and setting new person-centred outcomes. This meeting will follow the format of the Welsh Governments person centred review toolkit (Appendix 3).



Gorwelion Newydd have developed templates to support with information gathering before review meetings (Appendix 4).

**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 coordinated way with their individual healthcare plan (see Healthcare Needs Policy).

**Looked after children (LAC)**

The Headteacher, ALNCo and pastoral manager meet on a half termlybasis to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN. This takes place in case planning meetings.

**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 Assistant Headteacher ALNCo referred through the PRU complaint procedure. If parents are still not happy after using the school’s complaints procedure, they should then contact the Local Authority Inclusion Service for advice, support and information. Gorwelion Newydd will inform parents/carers of the local authority’s commissioned independent disagreement resolution service.

If 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 management committee, in consultation with the Assistant Headteacher ALNCo and Headteacher, have a legal responsibility for determining the policy and provision for pupils with additional learning needs. It is a statutory obligation of Gorwelion Newydd to keep our provision under review to ensure that the needs of all pupils are being met effectively.

**Admission Arrangements**

Please refer to the information contained in Gorwelion Newydd’s Admission Statement. 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 to and from Gorwelion Newydd is carefully planned. In order to ensure successful transition to the service and from the service to secondary school/college/other settings, the young person and 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 through the review process.

**How is this policy evaluated**

This policy is subject to a two-yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN management committee representative, and is approved by the full management Committee.

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