



The Federation of Ysgol Bryn Clwyd and Ysgol Gellifor
ADDITIONAL LEARNING NEEDS (ALN) AND INCLUSION POLICY
YSGOL BRYN CLWYD

We believe that all children have an entitlement to a broad and balanced academic and social curriculum and are fully included in all aspects of school life. All children are equally valued and we strive for the elimination of prejudice and discrimination, developing an environment where all children flourish and feel safe.

We are committed to inclusion. We aim to engender a sense of community and belonging and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe in the early identification and continued support for pupils identified with Additional Learning Needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. Many pupils, may experience difficulties which affect their learning at some time during their school life and that this may be long or short term.

We aim to identify needs as they arise and provide teaching and learning contexts that enable every child to achieve his or her potential. We believe in the early identification and support for our pupils and are moving away from an approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

Aims and Objectives

1. To ensure the ALN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all children with Additional Learning Needs
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff.
5. To provide specific input in addition to differentiated classroom provision for those pupils at School Action or School Action Plus
6. To ensure that the ALN and Inclusion provision is positively valued and accessed by staff and Parents/carers.



7. To enable children to move onto high school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in the plans to meet the additional needs of their child.
9. To involve the children in planning and in decision making as far as possible.

ALN Pvision

- The ALNCo meets with class teachers every term to discuss additional needs concerns and to review Individual Education Plans (IEPs).
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion.
- The monitoring and effectiveness of provision for pupils with ALN takes place through classroom observations.
- ALN support is primarily delivered by class teachers through differentiated teaching methods and extra support given by Teaching Assistants (TAs).
- All agencies liaise and share information and developments in order to inform reviews and forward planning.

Procedures for Identification, Assessment and Review

The structure of support for ALN is in three stages

1. **School Action**
This is the first stage of action and results from concerns expressed by the teacher or others that, in spite of receiving differentiated learning opportunities , the child has failed to make satisfactory progress. Parents will be informed of this process. An Individual Education Plan will be drawn up to outline the extra support. The child will receive additional help from the trained TA in or outside the classroom. IEPs will be updated every term.
2. **School Action Plus**
After two reviews, a decision will be made to either remove the child from School Action, if satisfactory progress has been made, or, in consultation with parents move the child onto the next stage, School Action Plus. This warrants the involvement of outside agencies to assess, support and advise. This extra involvement could be from a number of external agencies depending on the nature of the child's problem.
3. **Statutory Assessment**
After two reviews, if a child has made little or no progress, the school, after consultation with parents, may request a statutory assessment for a statement of special educational needs. All agencies involved will be asked for reports. If the LEA gives a child a statement, then the document will specify what provision and level of support is required to meet the child's special needs as identified in the statement. An annual review will be held each year to review progress and discuss any future plans.



More Able and Talented (MAT)

Some children show special abilities and talents, which need to be nurtured and extended. We shall endeavour to give these children every encouragement during their time at school. Exceptionally gifted children will be given differentiated work to motivate and challenge them. These children will have access to levels of work most suited to their abilities, including some specialised language and mathematics work. Children will be identified, and included on our MAT register. We shall request support and advice from outside agencies if necessary.

Outside Agencies

The school maintains a high level of involvement with a wide variety of outside agencies in order to efficiently support pupils' particular needs.

Currently support is obtained through: -

- The Educational Psychology Service
- The Learning Development Team
- The School Medical Service - School Doctor, School Nurse, Physiotherapist, Occupational Therapist, Speech & Language Therapist, Primary Mental Health Worker, The Visually Impaired and Hearing Impaired Service.
- Child and Family Service
- English as an Additional Language Service
- The Behavioural Support Service
- Educational Social Worker
- Social Services

The Role of the Governing Body

The Governing Body are fully involved in the developments and monitoring of the ALN and Inclusion Policy. They are aware of the provision and procedures within the school and the developments taking place.

The Role of Parents

The schools has a well established working relationship with parents and are fully involved and informed of their child's needs and progress. Parental support is very important to us; the partnership between parents and staff brings great benefits to the child's learning and progress. An open and honest dialogue is encouraged at all times.

Dealing with Complaints

If anyone wishes to complain about the provision or the policy, they should, in the first instance, raise it with the ALNCo, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the complainant can submit a formal complaint to the headteacher in writing or any other accessible format. The headteacher will reply within 10



working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on request, from the school office.

YSGOL BRYN CLWYD

This policy will be reviewed annually and/or when new legislation requires alteration/amendment.

Presented to staff _____

Date _____

Signed _____

Presented to Governors _____

Signed _____

Next Review _____