



# Ysgol Pen-y-Bryn

## Additional Learning Needs (ALN) Policy

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 1 – Every child under the Age of 18 has all the rights in the Convention.

Article 28 – Every child has the right to an education.

Article 29 – Education must develop every child’s personality, talents and abilities to the full.

Article 42 – Every child has the right to know their rights.

Headteacher..... 

Date ...17/2/22.....

Chair of Governors..... 

Date .....17/2/22.....

Review Date ...17/2/23.....



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## Introduction

This policy recognises the duty upon Ysgol Pen y Bryn to have due regard to the Code of Practice for Additional Learning Needs and revised legislative changes resultant from *The Additional Learning Needs and Educational Tribunal Wales (ALNET) Act 2018*.

From September 2021, the current Special Educational Needs (SEN) framework will be replaced with a new and reformed system called Additional Learning Needs and Education Tribunal (Wales) Act (ALNET).

Changes are being made to the current systems used to support learners with Additional Learning Needs (ALN), to reflect the new legislation and ensure a smooth transition to the new way of working.

Some children will remain on the SEN Framework as others transition to the new ALNET system. Welsh Government have outlined a plan of when those on the current SEN system should transfer to the new ALN system and this will begin in January 2022.

## The Aims of the Policy

Ysgol Pen y Bryn is a specialist school in which all of our pupils have additional learning needs. The aims of this policy are to assist all of our pupils to overcome barriers to learning by creating and maintaining a learning environment that is fully responsive to the additional learning needs of every pupil.

The guiding principles for the implementation of the policy are as follows:

- All pupils will have their needs met
- All pupils with ALN will be offered full access to a broad, balanced and relevant education
- Statutory guidance for developing a more inclusive curriculum will be adopted to:
  - i) set suitable learning challenges
  - ii) respond to pupils' diverse learning needs
  - iii) overcome potential barriers to learning
- All pupils will be the responsibility of all staff
- The views of our pupils will be sought and taken into account
- Parents/carers will be enabled and empowered to fulfil their vital role in supporting their child's education



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## What is an Additional Learning Need (ALN)

***If a child or young person has Additional Learning Needs (ALN), they may need more support to learn than the majority of children and young people of the same age.***

Children and young people with Additional Learning Needs may need more support to learn than the majority of children and young people of the same age; some may have a disability which prevents or hinders them from making use of the educational facilities provided for learners. About one in five children and young people may have Additional Learning Needs at some time.

For some, these difficulties are short-term; for other children, however, they will have Additional Learning Needs throughout their school or college life. Some will have Additional Learning Needs in particular areas of their education, whilst others may need help with all or most aspects of their education.

A child or young person has Additional Learning Needs if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in schools, colleges or settings.

## Healthcare needs and Disability

There is not a direct correlation between having a disability and having an additional learning need. However, there will be some forms of disability where a child or young person is more likely to have ALN. The critical factor is whether the disability prevents or hinders the learner from making use of education or training that is generally provided.

Not all learners with a medical or healthcare need will have ALN. Medical conditions will not be regarded as ALN where:

- they do not cause a significantly greater difficulty in learning, or
- where they do not constitute a disability that necessarily affects access to education or training generally on offer.

However, if a healthcare need does impact on a child or young person's capacity to learn, they may require some adaptation to the curriculum which is set out in an Individual Health Care Plan.



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## Examples of Additional Learning Needs

A child with Additional Learning Needs might experience difficulties in one or more of the following areas:

- Experiencing difficulties with communication and/or interacting with others (for example finding it difficult to express themselves or understand what others are saying);
- Experiencing difficulties with understanding and learning (for example difficulty with reading, writing or number work, or understanding information);
- Experiencing difficulties with behaviour, social or emotional development (for example unable to control their behaviour, process emotions, make friends, concentrate or struggle communicating with others);
- Experiencing difficulties with sensory and/or physical things (for example physical disabilities; lacking in coordination etc.);
- Experience medical problems or difficulties.

## Admission

- All of our pupils have a LA Statement (and will in time transition to an IDP) of ALN that details the provision and support every pupil requires and the objectives for their Individual Education Plans
- Our pupils may have severe, complex and profound learning difficulties. Most of our pupils have learning difficulties that are global in nature and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment and/or autistic spectrum disorder.
- The school follows LA policy on ALN which is based on the Welsh Assembly Government's 'Additional Learning Needs Code of Practice for Wales' (2002) and the Additional Learning Needs and Education Tribunal Wales Act 2018 (ALNET).
- Pupils are admitted to Ysgol Pen-y-Bryn following decision and placement by the LA ALN Inclusion Panel
- Referrals to this panel can be made by professionals from the Educational Psychology Service, LA ALNIT team, other services, parents and from other schools. Referrals are directed to the Manager of the LA Inclusion Panel.
- During the referral process, the LA will fully consult with parents at all stages.
- Placements to Ysgol Pen-y-Bryn are made by the ALN panel with the agreement of the professionals involved, parents and school.



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## Provision

The aim of our curriculum is to support our mission of ensuring ***A caring, thriving community in which everyone is a learner and all learners exceed the expectations society holds for them*** and our Vision ***Believe it achieve it!***

Our curriculum is underpinned by our core values:

**Community** - We are a family – *We are all in this together*

**Ambition** – We are capable of more than society expects of us – *We want to do our best*

**Respect** – Positive relationships underpin everything we do – *We care how others feel*

**Excitement** – We look forward to coming to school – *We enjoy a challenge*

**Safety** – We nurture and protect – *We feel happy and cared for*

Our curriculum is designed to enable our pupils to develop in relation to the four purposes of the curriculum in Wales. **Children and young people should develop as:**

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The school has undertaken a number of processes with all stakeholders to develop our Pen-y-Bryn “I Can Statements”. These statements are the benchmark for our pupils when they transition out of Pen y Bryn to their post 19 provisions. These statements are the drivers of our planning through each of the six Areas of Learning Experience.

## Our Pupil Offer

Our curriculum provides scope for creativity and innovation and our teachers and learning support staff use this scope to develop and deliver programmes of learning that are relevant and meaningful to our pupils. At its heart, our Pupil Offer is about finding successful ways of igniting interests, stimulating passions and increasing confidence in our pupils. It is about finding the most creative and effective ways to deliver our curriculum, communicate high expectations, raise pupils’ aspirations and ambitions to succeed in everything they choose to do. It is about working with a wide range of partners to develop a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom. It is about partnerships beyond the school, where partners multiply the impacts of our efforts.

The balance between the various components of the curriculum is bespoke and will vary between groups and individual pupils. Curriculum plans are constructed by middle leaders, class teachers and class teams



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to meet both the common and individual needs of pupils at different stages of development in any one class.

To meet the diverse and complex needs of our pupils we provide additional support to ensure curriculum access including:

- Digital technology resources
- Augmentative communication
- Thrive/Pupil support team
- Therapeutic interventions
- Sensory integration strategies
- Applied Behaviour Analysis
- Attention Autism

### Individual Education Plans (IEPs)

At Pen y Bryn, Individual Educational Plans (IEPs) are an integral and significant component in the provision that is made for our pupils. Primarily these are used as assessment/planning mechanisms which build upon and focus the wider educational experiences of the pupils to address specific essential and core skill areas. Our IEPs also fulfil a central requirement of the Code of Practice for Wales 2002 that “*There should be regular recording of a pupil’s additional educational needs, the action taken and the outcomes.*”

The above dual purposes of planning and recording in our IEP format includes information which is additional to the highly differentiated curriculum which is in place for the provision of all pupils in terms of:

- Short term targets set out for the pupil
- The teaching strategies to be used
- Frequency of review
- Success criteria
- Outcomes (to be recorded at termly review)

### IEP Targets

IEP targets are constructed following a thorough analysis of strengths and needs. All pupils have five short term targets that identify what should be achieved in the period of one academic school term. Targets are set via a person centred planning approach in which the views of the pupil, parents, teaching staff, class team and ALNCo are considered. These IEP targets determine the key individual learning objectives for all teaching and learning experiences and are central to lesson planning. Pupils advance, develop and master one or more of their IEP targets in all learning experiences and activities. Pupils are set a termly IEP target in each of the following five areas:

- Literacy
- Numeracy



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- Digital competence
- Communication
- Wellbeing

In addition to their IEP all pupils benefit from the following documents and associated processes to meet their individual learning needs:

- Statement of additional learning need
- One page profile
- Person centred review
- Transition plan (from year 9)
- Pupil support plan
- Behaviour risk matrix
- Communication passports/pathway

### **Annual Person Centred Review (PCR)**

The Person Centred Review of Statement meeting involves parents and professionals from other agencies who support the pupil. All relevant personnel are invited to attend or provide a written contribution. Pupils are encouraged to attend where appropriate and where this is not their pre-solicited views are recorded.

When a pupil reaches Year Nine, a Transition Plan is established that outlines proposals for post-school provision. The Additional Learning Needs adviser from Careers Wales and the area Social Worker are statutorily invited to attend this and subsequent planning meetings.

At the PCR meeting, consideration of whether any amendments or revisions to the pupil's learning needs, long term targets and/or provision are required in their statement of ALN. There is also person centred consideration of pupil progress with short term (IEP) targets, general progress and wellbeing as well as what is working well and what support the pupil needs to develop further.

### **Personnel**

We provide a high adult to pupil staffing ratio. Our class sizes are nominally either comprised of six or ten pupils depending on the learning needs of pupils and our class teams typically range in size from three to six members of staff all of which include a class teacher and lead teaching assistant. In addition our staffing profile includes a number of bespoke post-holders who support pupils across all areas of the school and our curriculum. These include:

- 2 x Pupil support coordinators (MAPA & *THRIVE* practitioners)



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• 2 x

MAPA practitioners

- *THRIVE practitioner*
- Communication coordinator
- Alternative curriculum coordinator
- Enterprise coordinator
- WRU Hub officer
- ABA coordinator
- Qualifications and accreditation coordinator

Senior Leadership Team

- Headteacher
- Deputy Headteacher
- School Business Manager
- ALNCo
- Assistant Headteacher Wellbeing
- Assistant Headteacher Curriculum
- Assistant Headteacher Learning

We have a well-trained, highly qualified staff team with much experience and specific skills to support the needs of our pupils. We are committed to continuous investment in professional development, training and learning for our staff to ensure we maintain our ability to provide whatever support that is needed by our pupils. Our staffing profile also contains middle leaders with responsibility for each of the six areas of learning and experience and each of our four key stage groups and a dedicated administration and site management team who also support the learning and development needs of our pupils.

### Working in Partnership

The school recognises that the partnership with other agencies who are involved in the life of the school and who aim to support pupils and staff is more likely to be most effective when it is predicated on positive relationships and shared ambitions which work together to provide opportunities to enhance pupils' learning experiences and support pupils' needs. Effective working relationships and practices also enable us to respond to difficulties that may occur as early as possible and to tackle these difficulties flexibly in the context of individual needs. We have successfully developed positive working relationships with over a hundred partners including:

- Partner primary schools.
- Partner secondary schools
- Partner special schools
- Specialist teaching facilities
- Tertiary Colleges.
- Universities



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- Employers
  - Health providers
  - Post 16/19 providers
  - The Careers Education Service.
  - LA ALNIT team
  - Educational Psychology Service
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- Behavioural Support Specialist
  - Speech and Language Support
  - Specific Learning Difficulties Support
  - English as an additional language(EMLAS)
  - Educational Welfare Service.
  - Childrens' disability team
  - Looked After Children Team.
  - Youth Offending Team.
  - Community Service Volunteers.
  - Community Adolescent Support Team.
  - Youth Access Workers.
  - Educational Link Workers.
  - Social Services Involvement

Also available to pupils is the support for pupils with physical disabilities through access to Occupational Therapists, Speech Therapists, Physiotherapists, Hearing Impaired Specialists, Visually Impaired specialists and Community Pediatrician.



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