

Abbey Primary School



ALN Policy April 2023

Approved/Reviewed Date: _____ Signed: _____

Rights Respecting

Article 28 – The right to education



The Additional Learning Needs Policy takes account of the Education Act 1996, the Additional Learning Needs and Education Tribunal (Wales) Bill which was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent. This has created the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure that a desired outcome is delivered. This is then supported by the ALN Code and Regulations and accompanying legislations.

We are determined to deliver a fully inclusive education system for learners at Abbey. A system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential. Our system allows planning to be flexible and responsive. All staff supporting our pupils are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning, and the learner will be at the centre of everything we do. We have a firm belief that all children have skills, talents and abilities that can be enhanced and shared and as a school we have a responsibility to develop these to the full.

At Abbey Primary School we believe that:

- Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN. All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Collaboration where all involved work together in the best interests of the child or young person.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources whenever possible.
- Early identification, intervention and effective transition planning pupils may require special programmes designed to maximise opportunities for independent living in preparation for life after school, including work or continuing education.
- A rights-based approach where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support. Every child

has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Alongside the expectations of all teachers identified within the Welsh Government professional standards for teachers, the following principles will be observed by all professionals working with children and young people who have ALN as stated in the Code.

The head teacher and school leaders.

It is the role of the head teacher to:

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the ALN Transformation policy and to implement the agreed vision and policy.
- Oversee all aspects of operational leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties. The Code recommends that ALNCo are most effective when they are a member of the senior leadership team or have a direct line of communication to the senior leadership team.

The role of the ALNCo:

- Ensuring all practitioners understand their responsibilities to children with ALN and understand the school's approach to identifying and meeting the needs of all pupils
- Ensuring there is an overview of all children who have ALN including their relevant stage of support
- Ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
- Liaising and make referrals to specialist professionals

The ALNCo should:

- Play an important role in the strategic development of ALN policy and provision in the school advising the leadership team of what is necessary regarding staff and resources.
- Have day-to-day responsibility for the operation of the ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have IDPs
- Be allocated enough time and resources to carry out these functions

- Have access to appropriate levels of administrative support and time away from teaching to enable the fulfilment of responsibilities
- Support staff with guidance and direct assistance in the identification and assessment of pupils with ALN
- Provide advice and guidance on suitable interventions and strategies
- Be involved in transition planning between schools and college
- Consider the views of children, young people and their families; ensuring that they are involved in discussions and decisions about their individual support
- Enable children, young people and their parents to participate in decision-making
- Collaborate with partners in education, health and social care to provide support
- Making high quality provision to meet the needs of children and young people 3
- Focus on inclusive practices and removing barriers to learning
- Provide ALN support that should be evidence based, informed by effective practice and personalised to the students.

In all schools teachers are:

- Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved.
- Appropriately qualified and experienced
- Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with ALN
- Able to access support and guidance from the ALNCo in school
- Supported to access advice and training where needed
- Responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- Equipped with the skills to implement the assess, plan, do and review cycle effectively.
- Are aware of the needs of the pupil or student as necessary
- Have access and are familiar with planning documents, IDPs and pupil profiles.
- Clear about what is expected of them in relation to named pupils/students and groups of pupils/students
- Plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.

- Demonstrate person-centred practice. Person-centred practice puts the child, child's parent or young person at the centre of decisions.

Responsibilities of the governing body/management board:

- Have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities
- Be clear about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- There should be in place a Governor with specific oversight for the school's arrangements for ALN – Dr Lisa John.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need
- This means doing everything they can to remove barriers to learning. Through reviewing IDPs, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.
- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all pupils
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded and kept up to date.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions, including Individual Health Care plans.
- Have a clear approach to identifying and responding to pupils with ALN and determine their approach to using their resources to support the progress of pupils with ALN.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCo's key responsibilities are outlined and monitor how effectively they are carried out

- Ensure 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.

Teaching assistants: According to recent research there is most impact on teaching and learning when teaching assistants clearly understood their role and knew exactly what they needed to do in order to help pupils make progress. Key to this is effective communication between teachers and TAs.

Adults support learning in the classroom by:

- Reducing children's anxieties, helping them to feel safe and secure in their classroom/school
- Being familiar with how the learner gains knowledge and by understanding the learners individualised targets
- Engaging and motivating learners to learn
- Assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- Facilitating engagement and learning of learner in whole or small group learning activities
- Teaching daily programme of skills / concepts in fixed timetable periods, and monitored by teacher
- Classroom presence to refocus, encourage, explain, facilitate responses
- Supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student
- Making sure transactional supports are consistently available e.g. Schedules, and within task check lists) this will help to increase independence and avoid over- reliance on adult support
- Monitoring the impact of any support provided.
- To use One Page Profiles to understand how best to support their pupils in the class.

Staff should be trained in the needs of the learner and understand how to:

- Communicate instructions
- Communicate new knowledge and concepts
- Provide opportunities for skills reinforcement and practice
- Recognise when a child is using behaviour to communicate
- Deliver specific programmes / interventions.

Parents and carers:

The ALN Code recognises that effective engagement with parents and carers has a clear impact on children reaching their potential.

Embedding parental involvement is based on extensive but often ignored evidence that greater parental involvement has a dramatic impact on progression, attainment and wider outcomes as well as improved attendance and behaviour. This is especially relevant for children and young people with ALN who are already vulnerable learners.

The ALNCo and key pastoral staff should act as a communications bridge between their school, colleagues and parents and carers. Providing accurate and updated information from parents is an absolute pre-requisite. This is most effective in the context of a mutually trusting relationship between school and home.

To create the best partnerships there needs to be:

- A commitment to joint working and building the relationship between school staff and parents
- Opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email
- ALNCo to contact and meet when possible with parents/carers to discuss pupil's levels of support (Inclusive Learning Programmer support or Addition Learning Plan).
- Part of the cycle of Person-Centred Reviews to take place at scheduled parents' evenings.
- ALNCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- ALNCo to meet with parents/carers when the decision-making process is active.
- In addition to the reviews and at parent's evenings, those parents/carers who have a child with an Individual Development Plan need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time. The school will seek to engage the services of a translator or interpreter where requested by parents or deemed necessary by the ALNCo to ensure partnership in developing strategies to help an individual pupil.

PUPIL VOICE

We believe that all children and young people have the right to be involved in the decisions made about their education. We consider the age, maturity and understanding of the child/young person. We follow a person-centred approach, which places pupils at the centre of all decision making. We then use this information to create a pupils One Page Profile.

Pupils are at the heart of all reviews and make full contributions to any decisions made. This includes:

- What is working and not working for the pupil
- What is important to and what is important for the pupil.
- How best to support the pupil.
- Targets/ Outcomes

ADMISSION ARRANGEMENTS

The school adheres to the admission policy of the Authority. The school's admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a Local Authority maintained IDP, separate arrangements apply giving priority to his/her school placement.

At Abbey Primary School we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions
- Managing trauma

INCLUSION

Inclusion is a process through which all pupil's access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community. Inclusion requires the active involvement of all concerned. It places the onus on schools to adapt their organisation and their ways of responding to both meet the needs and value the development of all children and young people in all areas of school life. In particular, inclusion of pupils involves much more than the placement of a child or young person in a mainstream or a special school. It requires an inclusive curriculum and measures to improve teaching and other staff's awareness of inclusive learning and equality issues. Our school has a School Accessibility Plan that outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

Identifying the particular ALN of children and young people

School will:

- Identify an appropriate pathway for pupils with needs to follow as part of the Inclusive Learning Provision, (See Appendix 1). These will be led by Pastoral Support Officers, Behaviour Support Officers and Learning Support Assistants.
- Monitor the progress of all pupils through whole school data scrutiny processes and Person centred reviews.
- Regularly review the ALN register and other processes used for identifying and supporting ALN pupils.
- Have clear processes for staff and parents/carers to raise concerns
- Provide teachers and TAs with primary guidance around the identification processes
- Pay regard to advice and information from parents/carers, professionals and previous settings at transition points; liaising as necessary to continue the use of successful strategies and person-centred approaches
- Be able to distinguish between pupils who may need some targeted support through high quality teaching and pupils with an identified ALN that requires ALP
- Identify barriers to learning and know how to, or seek advice, so that the nature of each pupil's ALN can be identified and work to remove that barrier. Sometimes a pupil can have needs in more than one area which requires an individualised approach
- Have access to a range of appropriate screening and assessments in order to identify needs
- Maintain robust records so that evidence describing a pupil's needs can be gathered through the assess, plan, do, review cycle
- Consult with parents / carers when they are making additional learning needs provision for their child and have processes in place for them to provide feedback about provision
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs

Consulting with parents

Parents know their child best and it is important that all professionals listen and understand when parents express concerns about them. They should also listen to and address any concerns raised by children and young people themselves.

School will:

- Have in place a transparent complaints procedure
- Have in place a robust annual review process that is underpinned by person centred planning through which aspirational outcomes are identified and appropriate provision is secured.

- Sign-post parents to services that provide independent advice and support for ALN and disability, for example SNAP CYMRU; NYAS
- Provide or sign-post pupils and their parents/carers to sources of advice and information about matters relating to ALN and disability, for example, the LA web-site
- Be aware that a families and schools have the right to request an IDP. Families should feel able to tell their school if they believe their son/daughter has or may have ALN
- Inform parents when they are making additional learning needs provision for their child and have processes in place for engagement with pupils and their families to provide feedback on provision so that future provision is founded on the insights of families and pupils themselves
- Ensure parents/carers are fully aware of planned support and interventions and, where appropriate, plan to seek the involvement of parents/carers to reinforce and contribute to progress at home
- Ensure a clear date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected targets or outcomes
- Ensure that pupils with ALN are included in 'whole school' mechanisms to capture pupil voice
- Develop parent consultation with the purposes of enabling families to play a role in developing and reviewing ALN provision. For example, feedback on annual review processes, transitions.
- Develop parent consultation with the purpose of providing families with information relating to ALN and disability

Securing the services, provision and equipment required by children and young people with ALN or disabilities

School will:

- Use their best endeavours to make sure that a pupil with an identified ALN receives the support they need from within the school's own delegated resources
- Understand how their duty to make reasonable adjustments under the Equality Act 2010 translates into day-to-day practice
- Keep key indicators under review for ALN pupils, such as attendance, exclusion and progress so that the support of relevant services can be secured when necessary
- Know routes for referral for relevant education, health and care specialists in order to secure equipment and services for specific pupils in a timely manner
- Have knowledge of the expertise and training provided by support services and agencies so that it can be accessed on an individual pupil or whole school basis
- Seek further advice from advisory services and outside agencies in order to remove barriers to learning

- Understand the processes for accessing additional learning provision from the LA
- Use IHPs, where appropriate, for those pupils with medical needs.

Approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with ALN or disabilities and additional learning support for those with ALN

Every school is required to meet the ALN of the children or young people that they support. Every teacher is accountable for the progress of the pupils within their class School will:

- Ensure all pupils access good quality teaching which takes account of pupils' differing needs
- Ensure that a personalised approach is implemented for pupils with ALN if required
- Make appropriate use of their delegated budgets so that pupils with additional needs are supported as part of a whole school approach to securing and deploying resources
- Carry out regular monitoring of progress so that adaptations to the learning environment and/or teaching can be made
- Provide teachers and TAs with appropriate training and resources so that learning can be differentiated to match the pupil's level of learning
- Implement a consistent graduated approach to meeting pupil need. For example, by reviewing class teaching and access strategies before moving on to develop a more individualised approach
- Provide ALNCoS with sufficient time to use their knowledge and understanding of areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the primary range of examples of best practice within Local Authority, Consortia and national guidance documents
- Seek further advice from advisory services and outside agencies about removing barriers to learning so that individualised support programmes for more complex pupils can be put in place.

Securing expertise among teachers, teaching assistants, to support children and young people with ALN or disabilities – this should include continuing professional development for all staff

Schools will:

- Audit and review staff training needs on an annual basis so that relevant training can be planned into the school's CPD schedule
- Have clear systems in place for evaluating ALN provision and reviewing staff expertise through the schools review/quality assurance procedures. For example, through performance management processes; classroom observations, learning walks, book looks. • Provide staff with information that describes effective strategies to use within their class and ensure staff are able to share best practice

- Embed the principle that ‘All teachers are teachers of children with ALN’
- Provide sufficient time for the ALNCo to provide professional guidance to colleagues and contribute to wider professional development themes
- Ensure all staff (both teaching and non-teaching) have had training to develop knowledge of the areas of need and the nature of the difficulties linked to each area.
- Ensure that all staff are aware of relevant local and national guidance for example, the transition protocol, The Equality Act Advice for schools etc.
- Identify and develop specific teacher and TA knowledge through ‘surgery’ time or the opportunity to liaise with external professionals
- Access external training opportunities so that groups of staff can develop specific knowledge in order to meet the predominant need in a given cohort
- Identify on-going sources of training and development so that knowledge around specific needs can be embedded through a sustainable approach
- Develop and budget for a sustainable approach to succession planning for the ALNCo
- Ensure their ALNCo, if new to the role in a mainstream school, is given the opportunity to complete the National Middle Leadership Programme and the ALNCo Progression Pathway and is provided with adequate support to do so.

TRAINING

In-service training is available in respect of additional learning needs for whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development Plan. It will be delivered by one of the following:

- ALNCo
- Individual members of staff within the school who have a designated specialism
- Authority’s support services
- External consultants/trainers

A record of all ALN training delivered and subsequent evaluations will be kept by the ALNCo.

Enabling available facilities to be accessed by disabled children and young people and those with ALN (this could include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))

School will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality plan and accessibility planning, reasonable adjustments and the public sector equality duty

- Regularly review the impact of provision and resources secured through their delegated budgets to support children and young people with additional needs
- Implement a robust graduated approach which includes a clear rationale for access to specific resources
- Understand the processes for accessing additional learning provision from the LA to meet the needs of the most complex pupils
- Appropriately follow advice provided by supporting professionals, including the appropriate use of resources provided to the school for groups or individual pupils
- Ensure that referrals are made to relevant agencies in order to ensure that progress towards outcomes in IDPs can be secured where additional resources and facilities are required

Assessing and reviewing pupils' and students' progress towards outcomes, including how schools work with parents and young people in doing so

School will:

- Ensure that they have procedures in place for consulting and working with parents/carers
- Track and monitor pupil progress on a regular basis in line with whole reporting processes
- Set up / review 'additional to' or 'different from' ALP in the light of information gathered through the assess, plan, do review process
- Identify key outcomes, which are aspirational, along with steps to be taken that will support achievement of them
- Ensure robust use of school / setting data to identify and monitor progress of pupils with ALN
- Ensure that every teacher is responsible for pupil progress in their own class and feeds into wider school processes that monitor pupil progress
- Ensure that high expectations are in place and progress is considered against all pupils with similar starting points
- Have clear monitoring processes in place, including scrutiny of pupil books and work, ensuring that all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre- and post- assessment data analysis
- Gather pupil feedback as part of the process to review interventions and provision
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils

IDP Review:

Reviews need to be in line with timescales determined for outcomes set.

- IDP must continue to accurately reflect the child or young person's needs and details the provision required to meet those needs.
- Review IDPs at least annually and allow them to be reviewed in the light of each review.
- The efficacy of an IDP should be monitored on an on-going basis by the body responsible for maintaining it, and reviews should be conducted as often as required by the circumstances.
- A review period is essentially the period of one year from when the IDP was either prepared, revised or a decision was made not to revise it. The important date is that on which the IDP or revised IDP was first given to the child, the child's parent, the Independent Reviewing Officer for a looked after child or the young person.

Assessing and evaluating the effectiveness of the education provision the school, PRU and local authority makes for children and young people with ALN or disabilities

School will:

- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils
- Review attendance and exclusion data for ALN pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from ALN self-reflection framework; LA/EAS reviews and Estyn inspections to inform their evaluation of provision
- Engage with Regional and LA development work for example, network opportunities, cluster developments; new initiatives and LA ALNCo forums

VALUE ADDED

The notion of 'value added' is an important one to Abbey Primary School and is monitored by tracking pupil progress in relation to assessments and results in the following ways:

- IDP Outcomes met
- Examinations/tests, both school based and external
- School's award schemes
- Extracurricular activities

This information provides a valuable insight into the progress of pupils with additional learning needs.

Activities that are available to disabled children and young people and those with ALN, including physical activities and extra-curricular activities

School will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality planning including accessibility planning, reasonable adjustments and the public sector equality duty
- Promote the health and wellbeing of each pupil by supporting them to access appropriate extra-curricular activities
- Ensure that children and young people with ALN engage in and are included in the activities of the school alongside pupils who do not have ALN through monitoring ALN pupil's engagement with extra-curricular activities
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Review the schools equality plan on an annual basis and renew the plan every 4 years.
- Raise awareness about opportunities for community involvement for families of pupils with ALN

IDENTIFICATION, ASSESSMENT, RECORD-KEEPING AND REVIEW PROCESS

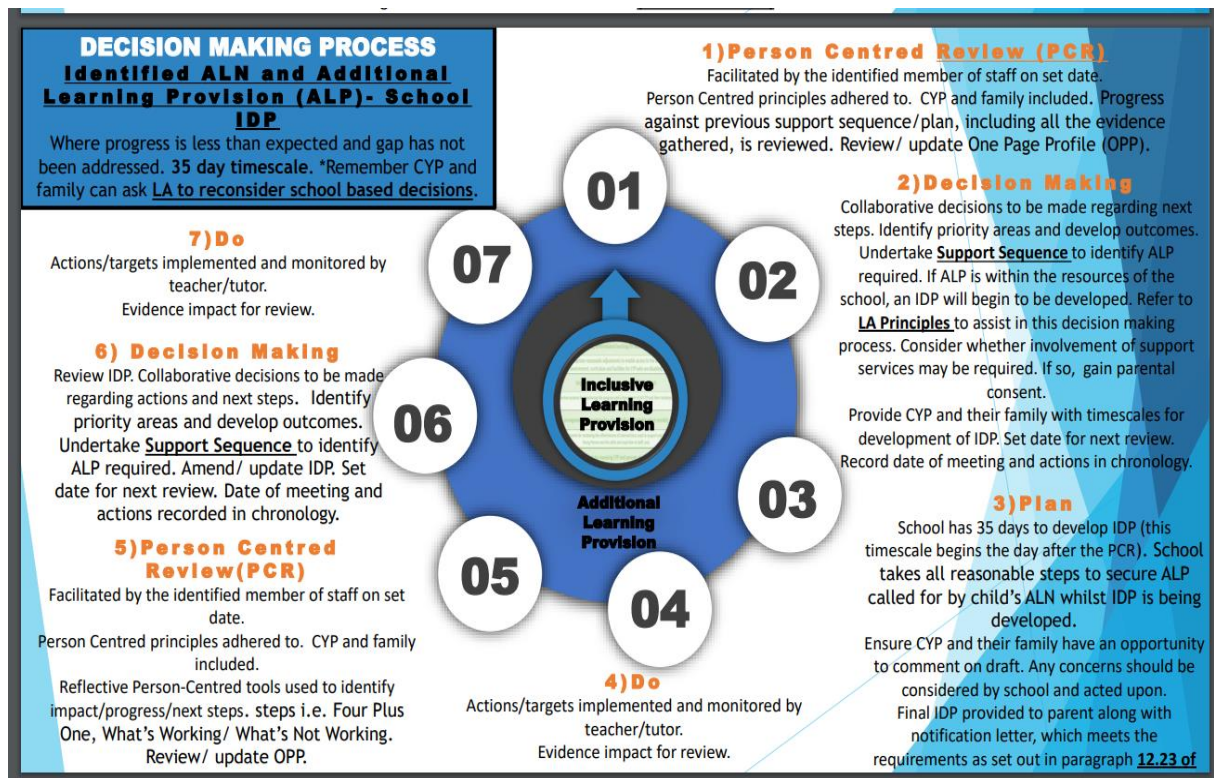
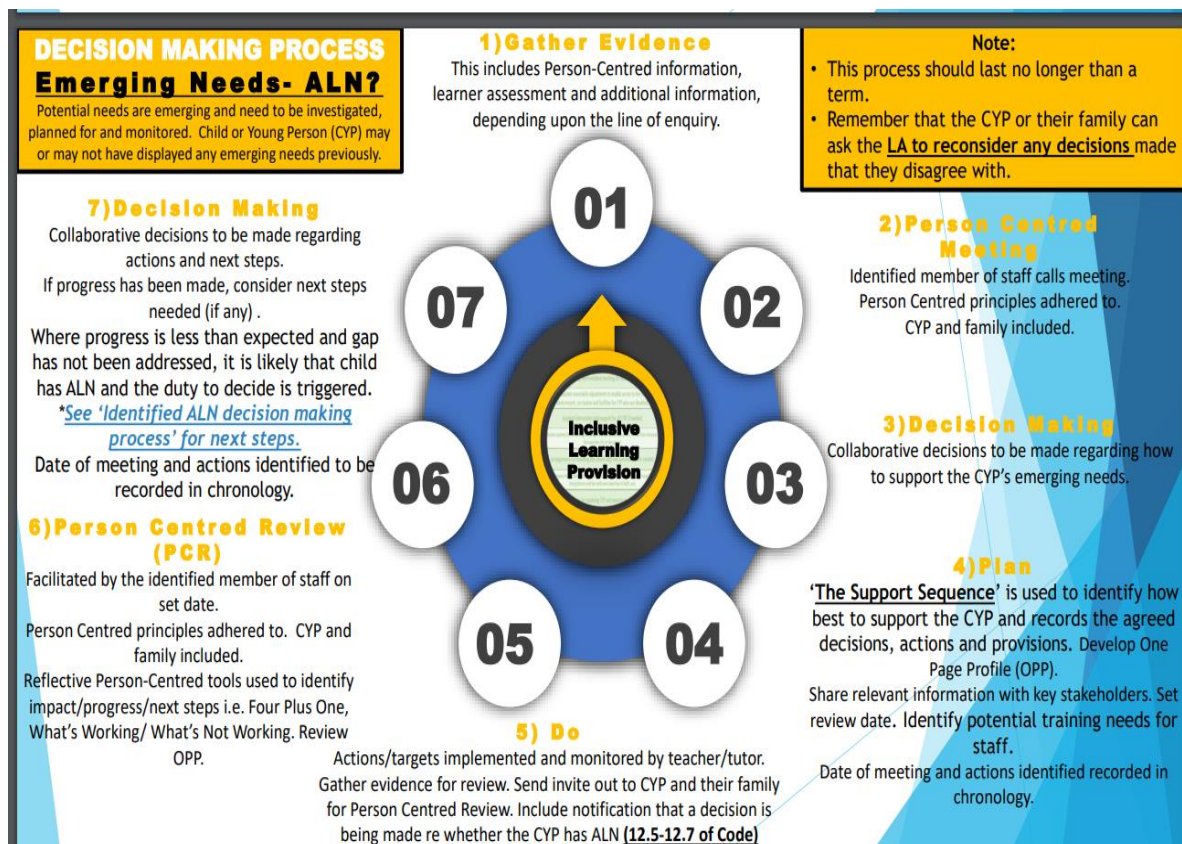
At Abbey Primary School we adopt a Decision Making Process to meet our responsibilities for identifying pupils with additional learning needs.

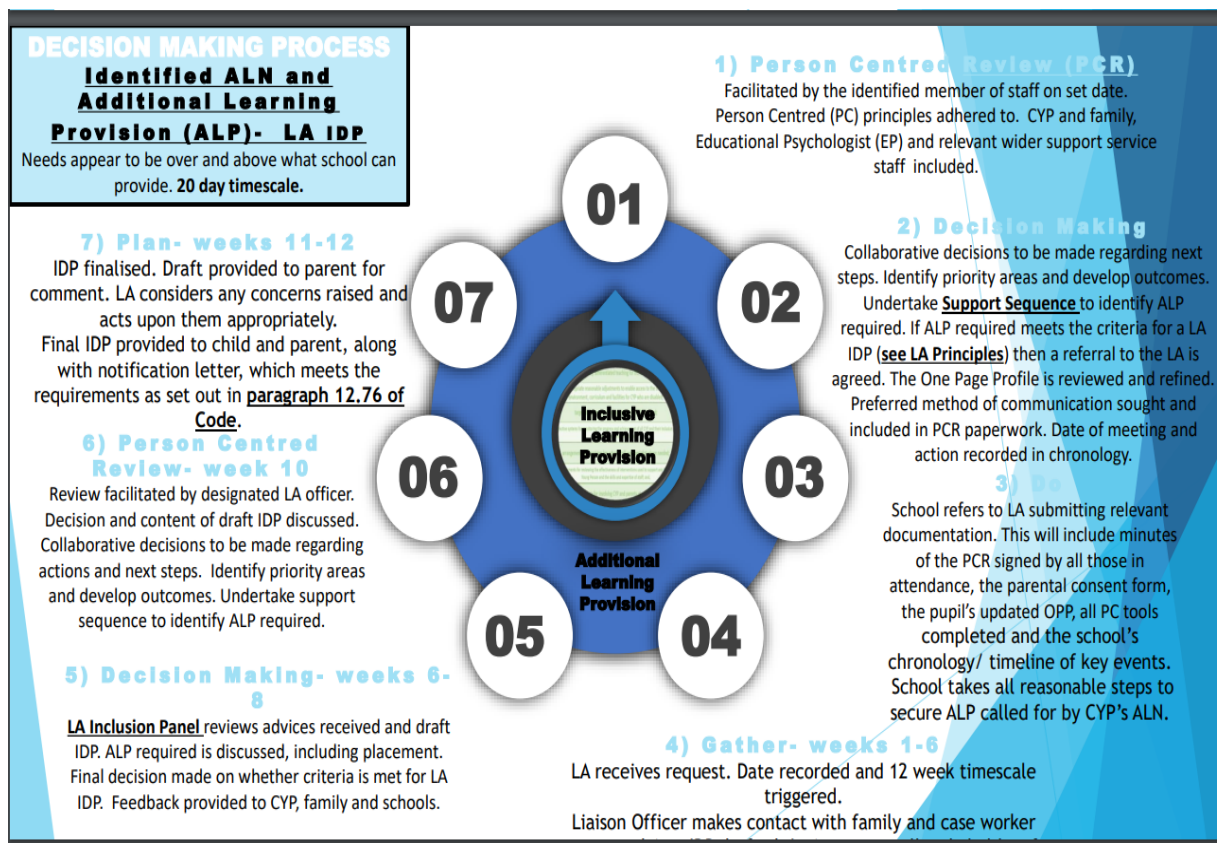
We follow the guidance as outlined in the documents Additional Learning Needs and Education Tribunal (Wales) Bill 2018.

One aspect of the definition of ALN involves the child or young person having (or in the case of a child under compulsory school age, being likely to have when of compulsory school age) a "significantly greater difficulty in learning than the majority of others of the same age" (section 2(2) (a) and (3) of the Act. If a child or young person has (or is likely to have) a greater difficulty in learning than the majority of others of the same age, whether it is (or is likely to be) a significantly greater difficulty in learning compared to those others depends upon the extent of the educational or training provision called for by it (or that will be called for by the likely difficulty). If it calls for (or the likely difficulty will call for) educational or training provision generally made available in mainstream maintained schools or FEIs (for example, measures such as catch-up provision or differentiated teaching strategies more generally), it would not amount to a significantly greater difficulty in learning.

In some cases, it will be apparent from the outset that it is likely that a difficulty in learning is sufficiently significant to call for ALP, in which case the duty to decide whether the person has ALN applies. In other cases, it may only be after a difficulty in learning has persisted for a longer period

of time, despite the usual interventions, that it appears that the difficulty may be sufficiently significant to call for ALP and therefore the duty to decide whether the person has ALN applies.





MONITORING PROVISION

Information is available within school regarding pupil progress; it is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment.
- Inclusive Learning Programme objective and Additional Learning Plan Outcomes.
- Pupil progress.

OTHER PROFESSIONALS AND SUPPORT SERVICES

The school works closely with other professionals to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded

as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to the school:

- Curriculum support
- Educational Psychology
- Education welfare service
- Emotional and Behavioural support
- Health services
- Hearing Impairment
- Home Education
- Pupil parent support
- ALNST
- Social services
- Speech Language and Communication
- Visual Impairment
- Voluntary organisations
- CAMHS

LEVELS OF CONSULTATION

Level A/B - Discussion with ALNCo if ILP's have been implemented and are not working.
Clinic with outside agencies to discuss strategies and next steps (written consent needed).

Level C – If strategies provided do not work, direct work from appropriate professional (e.g. Educational Psychologist)

QUERIES AND COMPLAINTS

If you are unhappy with the provision in place to support your child's ALN, the first step is to speak to the class teacher, school ALNCo and/or Head Teacher. If this is not possible, or after speaking to them you require further advice and support, then the LA's [Pupil Parent Partnership service](#) or [SNAP Cymru](#) can be contacted.

They will listen to your concerns and look to assist you in resolving any issues you have. Contact details are as follows:

[Pupil Parent Partnership Service -01639 763158](#)

ALNST@npt.gov.uk

SNAP CYMRU– 0808 801 0608

www.snapcymru.org

However, in the event that a resolution cannot be found and you wish to make a formal complaint, please see the different procedures below:

Complaint to school:

Each school has its own complaints policy that you will need to follow. Please see the website, or alternatively, a hard copy can be requested directly from the school.

Local Authority:

Should your complaint relate to a service provided by the Local Authority, the Comments, Compliments and Complaint Policy and Procedure can be accessed on the NPT website.

www.npt.gov.uk/1454

Useful Links

Snap Cymru - <https://www.snapcymru.org/get-support/new-aln-system/>

ALN Code - <https://www.gov.wales/the-additional-learning-needs-code-and-regulations>

ALN Regulations - <https://www.gov.wales/the-additional-learning-needs-code-and-regulations>

ALNSS - <https://www.npt.gov.uk/27527>

ALN Information for Parents and Carers - <https://www.npt.gov.uk/31910>

Autistic Spectrum Disorder (ASD)

ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Assess using observation of behaviour see Autism/Asperger's Syndrome Checklist • Effective use of classroom-based assessments that will determine areas of learning which will require support • Observe the way a pupil relates and communicates with people around them/difficulty relating to others in a meaningful way/making sense of the world/any accompanying learning difficulty • Formal or stilted language • Follow programmes and record progress on trackers • Effective differentiated teaching and learning e.g., adapting level of language used and reducing or extending tasks. • Physical layout of the classroom to meet the learning needs of child and young person. • Provide opportunities for playing games with other children to turn take follow instructions (small group) 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Long term targeted interventions (Literacy and numeracy). • One-to-one or small group support from and or teacher/teaching assistant for more focused learning tasks. • Cool Club (alternative curriculum) • PECS • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • If no progress is made, then Level C consultation with member of the inclusion service.

<ul style="list-style-type: none"> • Build on pupil's strengths and interests (personal) • Enrol suitable pupils to act as befrienders • Visual support e.g., now, and next • Cut down on unnecessary distractions • Use clear and specific language • Encourage eye-contact, to support social development • Use of appropriate resources to support learning opportunities e.g., numicon, multilink, number line, word banks. • Access to recording devices to support memory e.g., use of an iPad to record work/retell story. • Prepare pupil in advance for changes in routine • Focus on Primary behaviour, model, and reiterate how they should behave in certain situations (and how they shouldn't) • Provide additional teacher check-ins to ensure understanding. • Opportunities for teacher/teaching assistant to support learners within a small group. • Allowing additional thinking to support learner to process information provided or to answer questions. • Short-term catch-up programmes literacy and numeracy intervention e.g., rapid reading, speech link/language link. • Focused learning tasks (ELSA; RBP; Forest school and social stories). • Use of talk partners • Now and next board to help support task completion with reward time • Timers • Adapting the way teaching is delivered to meet the preferred style. • Set up a work - station for pupil with all equipment needed • Pre-teach vocabulary • If no progress is made, then there will be consultation and advice at Level A/B via the inclusion service. 	
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Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Assess using observations of behaviour 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Long term targeted interventions. • Long term targeted interventions (Literacy).

<ul style="list-style-type: none"> • Follow programmes and record progress on trackers • Effective differentiated teaching and learning e.g., adapting level of language used and reducing or extending tasks. • Remind learners to check work, use of peer assessment • Short, sharp activities with clear time to complete • Visual timers • Use the pupil's name before providing instructions, keep these short • Provide a list of tasks so the pupil can tick them off once complete • Consider sitting the pupil at the front of the class • Fidget toy (if appropriate and does not cause distraction) • Clear boundaries and expectations • One to one or small group support from and or teacher/teaching assistant for more focused learning tasks • Ensure clear and consistent structure and routine within the classroom including supporting child and young person with transition. • Encourage consistent relational approaches to promote connection e.g., meet and greet, daily check in's/ check outs. • Make reasonable adjustments where relevant • If no progress is made, then there will be consultation and advice at Level A/B via the inclusion service. 	<ul style="list-style-type: none"> • One to one support from and or teacher/teaching assistant for more focused learning tasks • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • If no progress is made, then Level C consultation with member of the inclusion service.
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Development Coordination Disorder (DCD)	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff • Update One Page Profile • Assess using Smart Moves Ability Profile and pre-writing patterns • Dyspraxia Checklist • Follow programmes and record progress on trackers • Provide an area of responsibility such as giving out books / collecting / tidying resources • Model correct posture for written work • Provide wide lined exercise book when necessary to allow for large writing 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Short term targeted interventions e.g., SMART moves; Sensory circuits, Teodoroescu; finger gym; nexus. • Introduce kinaesthetic/multisensory handwriting programme such as Write Dance • One-to-one or small group support from and or teacher/teaching assistant for more focused learning tasks. • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • If no progress is made, then Level C consultation with member of the inclusion service.

<ul style="list-style-type: none"> • Include visual support as part of lesson to facilitate understanding • Reduce distractions when giving instructions • Provide hand and wrist strengthening exercises • Allow extra time for physical activities, praise effort • Provide pen grips, sloping desk, footrest • If no progress is made, then there will be consultation and advice at Level A/B via the inclusion service. 	
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Social, Emotional and Behavioural Difficulties (SEBD)	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Complete Boxall profile and observation checklist • Behavioural/emotional/social difficulties checklist • Remind and clarify importance of class/school rules, to keep everyone safe • Follow through agreed consequences for poor behaviour • Emotional check-ins • Growth Mindset activities • Mood chart • Social skills games • Provide behaviour target sheet with appropriate target such as putting hand up instead of shouting out. Discuss at the end of each day • Make reasonable adjustments where relevant • If no progress is made, then there will be consultation and advice at Level A/B via the inclusion service. 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Targeted Interventions – RBP, ELSA, , Nurture, talk about, Time to talk • Extended provision of extended learning opportunities e.g., outdoor learning; forest school/alternative timetable e.g. Cool Club. • One-to-one support from and or teacher/teaching assistant for more focused learning tasks. • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • If no progress is made, then Level C consultation with member of the inclusion service.

Speech and Language Difficulties	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Speech and Language difficulties checklist • Follow programmes and record progress on trackers 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Long term targeted interventions (Literacy). • Implementation of specific targeted strategies as recommended by an appropriately qualified professional.

<ul style="list-style-type: none"> • Effective differentiated teaching and learning e.g., adapting level of language used and reducing or extending tasks. • Allowing additional thinking to support learner to process information provided or to answer questions. • Make a list of sounds/letters the child has difficulty with • Repeat instructions • Model good language • Repeat incorrect pronunciation correctly • Use clear and concise instructions, addressing the child by name if necessary • Check that the child has understood the instructions • Use of talk partners • Interventions – WellComm, Language Link, Speech Link • Speak clearly and unambiguously use non-verbal cues to emphasise important points • Visual timetable • Multi-sensory teaching approach • Pre-teach new vocabulary/explain word meanings • Writing frames • Listening games • Phonic and reading activities (POPAT/RAPID Phonics/Reading) • Memory games • Semantic Links • Make reasonable adjustments where relevant 	<ul style="list-style-type: none"> • One-to-one support from and or teacher/teaching assistant for more focused learning tasks. • If no progress is made, then Level C consultation with member of the inclusion service.
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Specific Literacy Difficulties	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Follow programmes and record progress on trackers • Allow extra time for literacy activities • Keep instructions short • Provide word banks / organisation aids such as Now and Next board • Pre-teach key vocabulary • Writing frames • Model work to the pupils • Make a list of sounds / letters the child has difficulty with 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Use the SpLD flow chart to record progress • Long term targeted interventions (Literacy). • One-to-one support from and or teacher/teaching assistant for more focused learning tasks. • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • If no progress is made, then Level C consultation with member of the inclusion service.

<ul style="list-style-type: none"> • Interventions – precision monitoring, Rosser Speedo, multisensory approach • Further assessment – Aston Index, Schonell, Salford reading and spelling • Listening games • Phonic and reading activities (POPAT/RAPID Phonics/Reading) • Memory games • Precision monitoring • Semantic Links • Use coloured paper and pens / overlays or text marker if suitable to help relieve visual discomfort • Allow a multi-sensory approach for writing • Phonics programme • Make reasonable adjustments where relevant • If no progress is made, then there will be consultation and advice at Level A/B via the inclusion service. 	
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Hearing Impairment (HI)	
ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • School based hearing test • Hearing Impairment Checklist • Discuss concerns with pupil, parents, relevant staff • Refer parent to GP for full hearing test • Make reasonable adjustments within the classroom where relevant • Try to avoid a noisy classroom and moving around when speaking • Maintain eye contact • Speak clearly and use gestures additional visual prompts where possible to aid understanding • Repeat instructions if needed and check understanding • Ensure pupil can see you clearly • Reduce background noise • Encourage / allow pupil to sit facing the front • Be aware of lighting in your classroom so that the child can see your face clearly to lip read • Interventions – literacy / numeracy based • Make a list of sounds / letters the child may be mishearing, mispronouncing, or misspelling 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Ensure the child has access to hearing aid batteries (if used) • Implementation of specific targeted strategies as recommended by an appropriately qualified professional. • The HI team monitors on going and regular basis to offer advice and strategies to meet the pupil's needs. • The qualified teacher of the deaf carries out relevant assessments linked to hearing/listening when required. • Provision of a hearing profile which is written with the support of the QTOD. • The HIT carries out direct intervention with a young person as and when required. • Implementation of specific targeted strategies/programmes as recommended by an appropriately qualified professional. • Bespoke pieces of specialist equipment as recommended by appropriate professionals. • Recommended by an appropriately qualified professional. • Ongoing advice and direct input from relevant professionals.

Visual Impairment (VI)

ILP	ALP
<ul style="list-style-type: none"> • Discuss concerns with pupil, parents, relevant staff - 4+1 and PCR • Update One Page Profile • Visual Impairment Checklist • Refer parent to optician for full eye test • Make reasonable adjustments within your classroom where relevant • Turn off classroom lights when viewing the screen • Use bold, clear print for labels and displays • Don't ask child to share text • Close blinds to avoid glare on whiteboards / displays • Use white board and black pen (clear contrast) • Provide enlarged / appropriately coloured texts • Provision of tactile resources and support with their use. • Consider matt laminates • Encourage / allow those who need it to sit closer to the front • Enunciate as you write/type • Allow extra time to complete tasks • Where appropriate allow the pupil to use wide lined paper and a bold pen 	<ul style="list-style-type: none"> • Advice and strategies from Level A/B/C consultation implemented. • Provision of a Vision Profile which is written with the support of Visual Impairment team. • Implementation of specific targeted strategies/programmes as recommended by an appropriately qualified professional. • Bespoke pieces of specialist equipment as recommended by appropriate professionals. • Recommended by an appropriately qualified professional. • Ongoing advice and direct input from relevant professionals.