



Hirwaun Primary School

ALN Statement

ALN

Here at Hirwaun Primary School, we operate an inclusive policy with regard to Additional Learning Needs (ALN) provision where all pupils are given equal access to every aspect of school life.

We aim to provide both a broad and balanced curriculum whilst meeting the needs of all our learners. All our staff employ a range of teaching and learning strategies along with high quality resources and a range of interventions to fully support our young people to participate in their mainstream education.

Through robust and careful planning, our teachers are able to provide a range of learning opportunities that respond to pupil's diverse range of learning needs. In doing so, we are able to provide learners with the help, support and challenge they need to overcome their barriers to learning without the need for external support. However, a learner may experience more complex barriers to learning that means their specific need is additional to and substantially different from their peers. In this instance we will work closely with you to develop an appropriate support pathway, possibly in conjunction with our external support partners.

The school has a designated ALNCo as well as a team of Learning Support Assistants (LSA's) who are involved in providing a range of interventions for pupils. These interventions are tailored to meet the specific needs of pupils, which will usually include literacy and numeracy interventions, as well as a range of other interventions to address other needs e.g. Thrive and ELSA interventions help to develop emotional wellbeing and emotional literacy. The ALNCo is able to provide advice and support to both class teachers and parents on a range of support strategies and external partners to help learners.

ADDITIONAL LEARNING NEEDS REFORM IN WALES

NEW ALN BILL AND CODE

Additional Learning Needs as we know it is changing.

A New ALN Bill and Code of Practice came into effect as of September 2021. In Hirwaun, we are continuing to adapt in line with these changes in a number of ways. We recognise the importance of parents as stakeholders in their children's education and we believe that children should be at the heart of all we do, voicing their opinion whenever possible.

<https://gov.wales/sites/default/files/publications/2021-03/the-additional-learning-needs-code-for-wales-2021.pdf>

UNDERSTANDING THE DOCUMENTATION

ONE PAGE PROFILES

A one-page profile is a **single sheet of paper with three headings** – what people like and admire about me; what's important to me; and how best to support me.

INDIVIDUAL DEVELOPMENT PLANS (IDP'S)

In previous years children would receive an IEP; however, this will now be changing and identified ALN children will be supported through an Individual Development Plan (IDP).

What is an IDP?

The Individual Development Plan (IDP) is a single plan that is put in place after determining that a pupil has ALN. The IDP includes a description of the child/young person's ALN, and the Additional Learning Provision (ALP) put in place in order to meet those needs must be noted.

How is the IDP drawn?

A Person Centred Review is undertaken in order to ensure that learners and their families are placed at the centre of planning, reviewing and making decisions about what matters in their lives, and the support, namely the additional provision, they require in order to achieve their aspirations.

Who will be present?

Usually, everyone who works with the child will be invited to attend, e.g. parents, child/young person, ALNCo, Educational Psychologist, Health, Teaching Assistant, Class Teacher i.e. any professional who is contributing to the child/young person's support.

What will happen at the meeting?

A facilitator will guide everyone through the process in order to contribute information and agree on person centred outcomes and actions.

You will be asked to discuss...

- What you appreciate about your child
- Your aspirations for your child
- What matters to your child
- What matters for your child
- The best way to support your child

- What works and what does not work from your point of view
- Any questions you may have

At the end of the review

By the end of the Review, the facilitator will ensure that everyone has agreed on Person Centred outcomes, and on actions that need to be achieved. The aim of the Action Plan is to ensure that everyone can see what needs to be done to support your child/young person to learn and fulfil their dreams.

The Individual Development Plan will say...

- What support your child needs to learn and develop.
- Who is responsible for ensuring that he/she receives the support they needs.
- Where they will receive this support.
- How we will know if the support has helped your child in the way it was intended.

What's next?

Following the review, the Plan is shared with all partners. This will be a live electronic document that will be reviewed regularly as required and every 12 months at least. Access to the electronic document will be granted to everyone involved with the child.

ALN Explained

The four main areas of need associated with additional learning needs (ALN) are:

- **Communication and Interaction** - Speech, Language and Communication Needs (SLCN), Autistic Spectrum (ASD)
- **Cognition and Learning** - General Learning Difficulties (GLD), Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) - dyslexia, dyscalculia, dyspraxia, Developmental Coordination Disorder (DCD)
- **Social, emotional and mental health** - Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorder / difficulties
- **Sensory and /or physical needs** - Visual Impairment (VI), Hearing Impairment (HI), physical disability

Pupils are identified as having ALN if they have a learning difficulty that requires additional learning provision (ALP) which is 'additional to' and 'different from' that which is provided across the school. Information is collected through a number of different communication routes, including transition between classes, teacher feedback to the ALNCO, parental concerns and regular diagnostic assessments to track progress in literacy and numeracy skills. Once identified as having a barrier to learning which impacts upon the progress they make, pupils will be closely monitored using a graduated response of provision suited to their individual need. The one-page profile created at the beginning of the school year will be reviewed. These documents are designed with the pupil at the centre and are carried out using a person-centred approach. Parents are also involved in the creation of these OPP.

Hirwaun Primary is an inclusive school where all staff are committed to the success of every pupil.

All children are valued, respected and welcomed to our school whatever their needs may be. We support children's learning and aim to ensure they are the best that they can be.

Useful Links

<https://www.snapcymru.org>

<https://gov.wales/person-centred-reviews-toolkit-guidance-education-providers>