

# CORNIST PARK CP SCHOOL FLINT



# ALN POLICY

## 2022

### **Additional Learning Needs Policy (ALN)**

#### **Introduction**

The ALN Policy defines Cornist Park's approach, objectives and plans for supporting pupils with Additional Learning Needs (ALN) to overcome barriers and challenges that may prevent them from reaching their full potential.

Cornist Park School recognises that a learning difficulty or disability, as well as significant events in a child's life such as poverty or exposure to other Adverse Childhood Experiences (ACEs) can also affect their attainment. The school's focus is on improving the provision and outcomes for vulnerable groups of learners; early intervention; attendance; securing excellence in pupil well being and nurture and ensuring that the school is fully compliant with the Additional Learning Needs Code and Educational Tribunal Act 2018 (implemented September 2021).

The duty outlined in the additional Learning Needs and Tribunal (Wales) Act 2018 and the Additional Learning Needs Code, requires the school to identify whether a pupil has an additional Learning need, if so identify and implement the Additional Learning Provision (ALP) required. All needs and provision will be recorded and monitored via an Individual Development Plan (IDP) All IDP's are held digitally using the ECLIPSE system as instructed by the local Authority. The school will liaise with Flintshire Local Authority where, under exceptional circumstances, it is recognised and agreed that a pupil has needs deemed too severe and complex to be met through mainstream schooling requiring specialist provision in alternative setting.

#### **Policy Statement**

At Cornist Park School we pride ourselves in our commitment to providing a safe and nurturing environment in which every child feels valued, secure and supported. We

treat all children as unique and ensure that each and everyone of them knows that they matter. All of our pupils are respected and challenged to maximise their potential, including our most able students, whilst being supported to overcome barriers that may inhibit their learning. Nurture and pastoral care are at the heart of all that we do at Cornist Park School. Our pupils are encouraged to develop strong relationships and a positive sense of self-worth/growth mindset. They are supported in developing an awareness and understanding of how to manage their own health and emotions so that they are in the best possible place to reach their full potential and become independent learners of the 21<sup>st</sup> Century.

We believe that we can only truly unlock a child's potential when they are emotionally strong and we employ various interventions and strategies – both on an individual and targeted group basis to support this.

Working in partnership with Flintshire Local Authority, Cornist Park's key priority is to ensure that no challenge should prevent any pupil from reaching their potential, including those pupils who have experienced Adverse Childhood Experiences (ACEs)

The process of identifying ALN at Cornist Park School is very much driven by a person-centred, holistic approach. We gather and respect the views, wishes and feelings of the learner, their family and teachers, placing these at the heart of decision making, enabling us to provide additional provision that will effectively support and give all of our pupils the freedom to flourish.

We continue to develop strong links with a broad range of multi-agencies and continue to learn from relevant research, such as Adverse Childhood Experiences, ASD, ADHD etc.

## **Definitions**

### **Additional Learning needs (ALN)**

A pupil is said to have 'additional learning needs' if they require something additional to or different from the support that is normally provided to other pupils in school of the same age. A pupil might need extra help to enable them to access all aspects of school life and get the most from their learning. This is assessed using the following criteria;

- The pupil has significantly greater difficulty in learning than the majority of others the same age
- The pupil has a disability (within the meaning of the Equality Act 2010) which prevents or hinders the pupil from making use of the facilities or taking part in

activities that are generally provided for others of the same age within the school curriculum.

The school is responsible for deciding whether a pupil has Additional Learning Needs (ALN) identifying appropriate Additional Learning Provision (ALP) and for preparing and maintaining an Individual Development Plan (IDP)

Identifying whether or not a pupil may have Additional Learning Needs and what those needs are will be based on evidence taken from a variety of sources ie school staff, the learner and their parents/guardians/families and external services that may have been involved with the pupil using the person-centred approach.

## **Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Equality Act 2010).

## **Principles and aims**

### **The principles underpinning**

The principles underpinning the schools Additional Learning Needs provision are to support the creation of a fully inclusive environment where all pupils are given the opportunity to succeed and have access to learning and learning support that meets individual needs, and which enables all pupils to fully participate and enjoy learning.

Cornist Park school will facilitate the participation of learners and their families in decisions which affect them and which will ultimately contribute to better outcomes for them. We will do this to ensure that;

- families are supported with their child's development
- staff supporting a pupil with ALN will have a better understanding of the learner, including what is important to them/what matters most to them
- there are increased expectations of the learner based upon an understanding of the pupil's strengths and potential
- there is a development of personalised learning based on the identification of targets that build on the strengths of the pupil with ALN
- more effective planning and delivery of ALP's which support the pupil to work towards achieving positive outcomes based on their ambitions and aspirations

- the empowerment of pupils through celebrating their achievements and abilities and focusing on the possibilities rather than the challenges they face.

## **Person Centred Practise**

Person Centred practise puts the pupil and the pupil's parents/carer/guardian at the centre of decision making. The school will use a range of resources to gather relevant information and to inform actions to support pupils with ALN (e.g Person centred review meetings with the family to find out what we like and admire about a learner, their likes/dislikes, what works/what doesn't work, possible triggers, how best they can be supported, their future aspirations/dreams etc)

Additional learning needs processes will be based on the premise that:

- the views, wishes and feelings of the pupil's parent/carer/guardian are central to the process
- the pupil (where appropriate) and the pupils parent/carer/guardian should be enables to participate as fully as possible in decision making
- appropriate information and support are provided to enable participation in decision making.

The school's documentation will reflect person-centred approaches and information collated through person centred review meetings forms the basis of all decisions made with regards to ALN.

## **Roles and Responsibilities**

Cornist Park School is responsible for operating in accordance with legislation and adhering to the Additional Learning Needs Code for Wales 2021, recognising and responding to the diverse needs of our pupils, whilst also offering a continuum of support and services to match those needs.

When it is brought to the attention of the school that one of it's pupils (who does not have an Individual Development Plan (IDP) or Education Health Care Plan(EHCP) may have an additional learning need, the school will:

- obtain parental/guardian consent to begin the ALN consideration process to decide whether or not the pupil has Additional Learning Needs requiring an IDP.
- If the school considers that a pupil does have ALN, The ALNCo will arrange person centred meetings with the learner, teachers and parent/guardians to gather detailed information about the pupil and prepare an IDP setting out appropriate Additional Learning Provision. All IDP's will be drawn up, monitored and reviewed using the online county system ECLIPSE
- Where the school has determined that the pupil has additional learning needs which requires Additional Learning Provision that the school is unable to reasonably facilitate, we will refer the matter to Flintshire Local Authority for consideration.

## **The Governing Body**

- The Governing Body must have regard to relevant guidance in the Additional Learning Needs Code when exercising functions under Part 2 of the Additional Learning Needs Act.
- The Governing body along with the ALNCo and SLT will maintain Individual Development plans and ensure appropriate additional learning provision for pupils with ALN

## **Senior Leadership Team**

- The SLT will support the ALNCo in the development of systems and processes to identify and meet the needs of learners. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the Additional Learning Needs and Educational Tribunal Act, the Additional Learning Needs Code and Equality Act 2010.

## **The Additional Learning Needs Coordinator (ALNCo)**

- The additional Learning needs Coordinator will take a strategic approach to ensure the needs of all pupils with ALN are met within the school setting.

- The ALNCo is also the Deputy Head Teacher and therefore a member of the SLT in accordance with the Additional Learning Needs Code.
- The ALNCo has responsibility for ensuring that the ALN budget is used strategically to meet the needs of ALN pupils – they will ensure that staff are deployed effectively and that appropriate resources are sourced to plan appropriate provision.
- The ALNCo will ensure IDP's and other associated records are maintained and kept up to date and that they reflect the views, wishes and feelings of the pupil and their parent/guardian.
- The Additional Learning Needs coordinator will secure relevant support for the learners ALP as required, which may include the involvement of specialist external services.
- The Additional Learning Needs Coordinator must prepare and review information required to be published by the Governing Body according to the Additional Learning Needs Code for Wales 2021

## **Teachers**

- Teachers are responsible for the day-to-day process of supporting EVERY pupil in their care, including those with Additional Learning Needs. The class teacher will use Quality First teaching strategies to maximise the support of ALL pupils in class and to assist them in identifying if further specific support is needed.
- If the teacher identifies that a pupil in their class is not making the same amount of progress as other learners of the same age and may have ALN, then they will use the agreed process to notify the ALNCo of their concerns so that the pupil can be assessed further and a decision be made as to whether the pupil has ALN.
- The class teacher will work closely with the ALNCo to carry out necessary assessments and to complete a person- centred review.
- Once an IDP is in place, the class teacher is responsible for ensuring that the pupil is following the recommended targeted provision programme.
- In some cases, it may be decided that an IDP is not necessary, however the pupil still needs some additional social, emotional or behaviour support. In this case, a detailed one-page-profile will be written with the ALNCo to ensure that the learners needs are being met.
- The class teacher will ensure all adults coming into contact with an ALN pupil is aware of their targets/specific needs and they will make effective use of teaching assistants deployed to support ALN pupils.

- Teachers are responsible for recording the specific needs of the pupils in their class using a class provision map. This is to be reviewed and updated on a termly basis. All information to be shared with ALNCo so that progress can be effectively monitored.

## **Transferring an IDP**

- Where a pupil with an IDP maintained by Cornist Park School transfers to another maintained school in Wales, the responsibility for maintaining their IDP will transfer with them. Similarly, where a pupil with an IDP maintained by Flintshire County Council transfers to Cornist Park School, responsibility will transfer with them.
- Where a pupil with Additional Learning needs becomes the responsibility of Flintshire LA, Flintshire LA will maintain the IDP.

## **Dispute Resolution**

Disputes and appeals are dealt with in accordance to the Flintshire LA ALN Appeals Policy.

## **Safeguarding**

Pupils with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect.

All safe guarding concerns will be dealt with in accordance with the following school policies;

**Child Protection Policy**

**Safeguarding policy**

**Anti-Bullying policy**

## **Training**



Cornist Park School is committed to ensuring that all relevant staff are regularly up-to-date and trained appropriately to ensure that ALL pupils, regardless of need, receive the care, support and guidance necessary for them to flourish.