



Additional Learning Needs (ALN)



How we support at Ysgol Glanrafon

Ysgol Glanrafon have a designated **Additional Learning Needs Coordinator (ALNCo)** as well as a team of Learning Support Assistants who provide a range of interventions for pupils that are tailored to meet the specific needs of pupils, which include literacy and numeracy interventions, as well as a range of well-being interventions e.g. developing greater emotional literacy through ELSA interventions.

Additional Learning Needs Coordinator (ALNCo)

The role of the **Additional Learning Needs Co-ordinator** is to identify and support those children who have specific needs, whether it be learning, physical or medical, who require additional support to access education and reach their full potential.

Graduated Response

At Ysgol Glanrafon we meet your child's needs by following a **graduated response**. This is used to adapt provision or strategies to best suit your child's needs. Where further support is needed, external agencies may be involved. The school will liaise with external support via the **ALNCO**, e.g. Educational Psychologist to assist the class teacher with implementing any advice given.

Universal Provision

Most children's needs can be met through high quality teaching and learning with differentiated teaching or other targeted support to help your child make progress. This is referred to as **Universal Provision** and is available to all children. It may be provided at a whole class, small group or individual level. It is monitored and tracked and could be a short- or longer-term provision.

As soon as a class teacher discovers that a child shows signs of not making expected progress or having learning difficulties they will share their concerns with parents/carers. Then the **Additional Learning Needs Coordinator (ALNCO)** is informed. Parents/carers are invited to meet class teacher and or ALNCO. Parents/carers are also able to raise concerns with class teacher.

Assessments may be carried out to find specific barrier to learning. The class teacher and Additional Learning Needs Coordinator will determine what additional support would benefit that child. They may receive further support on a withdrawal basis where they spend some time in either a small group situation or as individuals with a member of staff from school.

It is important to remember that children learn in different ways, and their needs may change over time. Through a continuous cycle of identifying needs and sharing information, planning, action and reviewing progress, different support can be identified and provided as necessary. The support could be increased, reduced or changed over time according to your child's individual progress.

If requested, we can begin to consider if your child has **Additional Learning Needs**. This decision will be made within 35 school days, unless the school requires further specialist assessment through the local authority or Health Services, in which case a further 12 weeks may be required. There is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following four areas: a. Communication and interaction; b. Cognition and learning; c. Behaviour, emotional and social development; d. Sensory and/ or physical.

What is Additional Learning Needs (ALN) and Additional Learning Provisions (ALP)?

A small number of children will have **ALN** (learning difficulty or disability), which requires **Additional Learning Provision (ALP)**. If your child does not appear to be making progress following the graduated response, then **ALP** may be required. This will involve the needs of your child being identified in a person-centred way and could lead to enhanced and alternative provision being provided to support them in making progress.

A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision (ALP). A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

Individual Development Plan (IDP)

Children who access **ALP** are classed as having **ALN** and as such will require an **Individual Development Plan (IDP)**.

An **Individual Development Plan**, or **IDP**, replaces Statements of Special Educational Needs and in some cases **Individual Education Plans (IEP's)**

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/carers, child, ALNCo, Educational Psychologist, Health, Teaching Assistant, Class Teacher, i.e. any professional who is contributing to the child's support. The Person-Centred Review meeting can take up to 90 minutes.

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 everyone will have agreed on outcomes and on actions that need to be achieved. The IDP will be reviewed regularly as required and every 12 months at least.

These IDPs are designed to outline the ALN of your child, their aspirations and targets. The majority of these IDPs will be written and maintained by schools, in some more complex cases, however, schools may request that the local authority consider the needs of the child or young person. If these needs are found to be complex and require specialist input, the local authority may write and then either direct the school to maintain the plan or maintain it themselves.

It is possible for a child to have a learning difficulty or disability that does not call for ALP. In these instances, such a child would not be considered to have ALN. Further it is important to note that not all learning difficulties or disabilities that arise from a medical condition will call for additional learning provision.

Useful websites and information

<https://www.flintshire.gov.uk/en/Resident/Schools/Children--Young-People-with-Additional-Learning-Needs.aspx>

<https://gov.wales/additional-learning-needs>

<https://gov.wales/additional-learning-needs-aln-system-guide-parents-and-families>

<https://gov.wales/additional-learning-needs-aln-system-childrens-guide>

<https://www.snapcymru.org/>