



SEN and ALN Policy

Special Education Needs (SEN) Additional Learning Needs (ALN) Policy

The Education Act 1993 places important responsibilities on the Governing Body of every school to:

“make special educational provision for all of its pupils who have additional educational needs, either with or without a statement”.

We will be following guidance from Welsh Government and the Local Authority ALN team with regard to implementing the new ALN system for the prescribed cohorts of learners following the timeframe below.

Revised ALN Implementation Time-frame

Academic Year	SA/SAP/SAPRA													Statement of SEN													
	Nurs Yr 1	Nurs Yr 2	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	
2021 - 2022																											
	Not applicable																										
2022 - 2023																											
2023 - 2025																											

N.B. All learners with IDPs will need to have an IDP review meeting at least once a year during this period in addition to those transferring to the ALN system for the first time.

- KEY
- Transfer the IDP and ALN system during the academic year
 - Do not transfer (unless needs are identified for the first time or parents request an early transfer)
 - Transfer period extended over a second year: Where IDPs are already in place an IDP review will be required
 - Have already transferred and will need IDP reviews
 - Not applicable

Principles:

- secure, wherever possible, equal opportunity both through the curriculum and socially for pupils who have ALN/SEN.
- co-operate effectively with all statutory agencies and others relevant to the young person and his/her difficulties and needs.



- work closely with parents and guardians in an effort to ensure an effective partnership which will benefit the young person.
- place an emphasis on the pupil's contribution and pays respect to their opinions.
- ensure that a differentiated curriculum is accessible to meet the pupil's needs.
- aim to achieve a whole school response in addressing the needs of the pupil rather than confining the responsibility to particular members of staff.

Objectives:

- to ensure that whole school systems are in place to identify at an early stage, the child who is experiencing difficulties in their learning.
- to collate information from all concerned and from the pupil themselves, to ensure the best understanding of the nature of their difficulty.
- to ensure that the most effective provision is made for any young person with ALN/SEN.
- to secure the co-operation and support of parents, guardians and all others in these objectives.

Provision:

- our school provides a broad and balanced curriculum for all children.
- children may have special educational needs / additional learning needs at any time, or throughout their school career, and these needs will vary from moderate emotional, behavioural, and educational difficulties to severe physical disabilities.
- in accordance with the Education Act, we aim to provide for these pupils in a mainstream setting.
- in planning, all staff will set appropriate learning challenges and respond to the variety of needs, to ensure the overall progress of all pupils according to their ability.
- an Individual Education Plan (IEP) or Individual Development Plan (IDP) is created in conjunction with the Class Teacher, for all the pupils named on the SEN/ALN register.
- various teaching methods and strategies are used to achieve the targets set. These are supported by additional resources that are appropriate for age / ability to improve the delivery of the curriculum.
- the pupil's development is logged in a systematic manner and is discussed with the pupil, where appropriate, and this is given to parents.
- where the school feels that extra help is required, advice is sought from all the appropriate agencies.
- at this school we will endeavour to consider the wide range of special educational needs / additional learning needs and ensure that every child has the opportunity to reach their potential.

Assesing Needs:

Early identification of the needs is essential.

- in accordance with the Graduated Response the class teacher will inform parents as soon as possible in order to raise concerns and ask for their help and participation.

- referral procedure is known to all teachers. It is the responsibility of the teachers thereafter to draw the attention of the SEN/ALN Co-ordinator to the needs of the child in his / her care.
- the referral relates to the specific needs of the child and includes evidence.
- all relevant evidence will be up to date and show how the Graduated Response was applied within the classroom.
- the SEN/ALN Co-ordinator will keep a written record of the referral.
- the class teacher and the SEN/ALN Co-ordinator will assess and monitor the child's progress in accordance with School and LA practice.
- standardized tests are used as a screening process and pupils with special educational needs / additional learning needs are placed on the school's SEN/ALN Register.
- parents and guardians will be notified of all decisions made about their child.
- the pupils' assessment will reflect the extent to which they participate in the whole school curriculum to the extent possible.
- the class teacher and the SEN/ALN Co-ordinator will divide the assessment into smaller steps to facilitate progress and provide more detailed and accurate indicators.
- where SMART targets are set, pupils' opinions and ideas are valued and included.
- in accordance with the LA Code of Practice and Special Needs Strategy, the school will respond to the needs of the pupils at the appropriate level.

The Role of the SEN/ALN Co-ordinator:

The SEN/ALN Co-ordinator at this school is Natalie Davies

The Designated Governor with responsibility for SEN/ALN is Trish Huws

In this school the SENCo/ALNCo's responsibilities are:

- to manage the day to day implementation of this policy
- to maintain the school's SEN/ALN register
- to co-ordinate the provision for pupils with special educational needs / additional learning needs
- to support, advise and train colleagues on the delivery of a suitable curriculum and ensure that staff training needs are included in the school's development plan
- to liaise and co-ordinate with staff in the structuring of IEP's and IDP's
- to regularly contribute to and monitor the records of every pupil who has SEN/ALN
- to act as a link with external agencies and regularly review the provision
- to manage a range of resources, human and material, linked to pupils with SEN/ALN
- to maintain a range of appropriate and effective teaching materials
- to compile the relevant documentation required by the LA and other agencies
- to liaise with the designated governor
- to regularly report to the school's Headteacher and Management Team on the school's provision for SEN/ALN pupils.

The Role of the Governing Body and Designated Governor:

- to ensure the best provision possible is made for pupils with special educational needs / additional learning needs
- to ensure that all staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs / additional learning needs.
- to consult with the LA and governors of other schools, when it seems necessary or desirable, in the interests of coordinating additional learning needs provision in the area as a whole.
- to ensure that a pupil with SEN/ALN is included in all the activities of the school, together with all other pupils, so far as is reasonably practicable and compatible with the needs of the child and, is to the benefit of all concerned in accordance with the Disability Rights Commission Code of Practice
- to be available to listen and support parents and guardians in difficult circumstances
- to monitor the appropriate and most efficient use of SEN/ALN funding

It is essential that the SENCo/ALNCo is fully aware of the resource allocations made to children and young people with special education needs and that there is transparency in the way resources are distributed overall.

Partnership with Parents and Guardians:

This school acknowledges the all-important influence parents and guardians have on their children's educational development. In order to foster an effective partnership, our school will encourage parental co-operation by:

- paying professional attention to parents' and guardians' views and concerns, ensuring that they are confidentially discussed at the earliest opportunity and for a reasonable time
- ensuring that the assessments carried out are based on firm and comprehensive knowledge of the child and are carefully recorded
- informing parents and guardians of decision made about their child's difficulties
- seeking their permission for the child's placement on the SEN/ALN Register
- showing respect for parents' and guardians' support where appropriate
- ensuring that, on request, this policy is available for parents to consult
- sharing information concerning sources of relevant support e.g. local and national bodies, SNAP Cymru, as well as the Parent Partnership Service and the Dispute Resolution Service provided by the LA
- ensuring that the School Brochure/handbook contain relevant, up to date information about SEN/ALN provision within the school
- inviting parents and guardians to all Annual Review meetings.

Head teacher: N. Davies

N R Davies

SENCo/ALNCo: N. Davies

N R Davies

Governor: G. Evans

G. Evans

Date: 01|04|2024

Criteria for Success :

Day to Day Management :

- the school has a SEN/ALN policy to correspond with the Code of Practice
- a SEN/ALN co-ordinator has been appointed
- the co-ordinator has opportunities to meet with the Head Teacher and other staff
- a link exists between the ALN/SENCO and the designated governor
- non– contact time is provided to allow the ALN/ SENCo to discuss needs and implement the policy