

*NURTURE – EMPOWER - ACHIEVE*

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# Gilwern

## Primary School



### **ADDITIONAL LEARNING NEEDS POLICY**



## **Nurture, Empower, Achieve**

### **School Vision**

- ◆ We create a happy, secure and stimulating environment, where learners are encouraged and inspired to reach their full potential.
- ◆ We develop a culture of professional collaboration to improve standards, where the school receives and provides best practice through effective networking.
- ◆ We provide a full and rich understanding of their own culture and heritage, whilst developing a healthy respect for the cultural traditions of others.

**“Every Child Matters and Every Child Matters Equally”  
UNESCO 2017**

### **RIGHTS RESPECTING SCHOOLS**

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that not only are the rights of the child ensured, but their responsibilities are clear.

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi- agency referral form (MARF) is completed and submitted to Children's Services via [childduty@monmouthshire.gcsx.gov.uk](mailto:childduty@monmouthshire.gcsx.gov.uk). Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel.”



# NURTURE – EMPOWER - ACHIEVE

## GILWERN PRIMARY SCHOOL

### ADDITIONAL LEARNING NEEDS POLICY

Co-ordinator (ALNCo) Mrs Joanna Powell

**“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their pupils who have ALN.”**  
**ALN Code (2021)**

#### Definition of Additional Learning Needs (ALN)

##### Additional Learning Needs

1. A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
2. 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 (c. 15) 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.
3. A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
4. A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

#### Definition of additional learning provision (ALP)

##### Additional Learning Provision

- “Additional learning provision” for a person aged three or over means educational or training *provision that is additional to, or different from, that made generally for others of the same age in—*
  - mainstream maintained schools in Wales,
  - mainstream institutions in the further education sector in Wales,
  - places in Wales at which nursery education is provided.
- “Additional learning provision” for a child aged under three means educational provision of any kind.

#### STATEMENT OF INTENT



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Gilwern School prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. The school recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

Gilwern School intends:

- ★ Pupils with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- ★ To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- ★ To meet the needs of all pupils with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental engagement forms a critical aspect of the process. Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils' needs will be taken fully into account.
- ★ To establish a continuity of provision and expectation through consultation with feeder schools, the LA, and other partners.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs. The school will maximise present best practice and policies to meet need.

### **Roles and Responsibilities**

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

#### **The Head teacher and school leadership team will:**

Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act. Work to the agreed vision of nurture, empower and achieve. Oversee aspects of strategic leadership and management and ensure that the ALNCo has enough time and resources to carry out their duties.

#### **ALNCo will:**

- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.



## *NURTURE – EMPOWER - ACHIEVE*

- Ensure a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Review the process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- Monitor the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for pupils with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Work alongside the cluster of primary schools and the local authority.

### **Class Teacher will:**

- Provide high quality teaching and learning as part of the universal provision of the school.
- Implement any reasonable adjustments through universal provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs / Statements of SEN.
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the ARR Coordinator/ ALNCo/ SLT where appropriate).
- Contribute to the learning provision for individual pupils, identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

### **Teaching Assistants will:**

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and additional learning plans and implementing the agreed provision.
- Work with the class teacher to keep records on pupils with ALNs and their progress.
- Attend reviews and discussions on pupils' progress as appropriate.
- Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- Provide administration support for ALN as required
- Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.



## *NURTURE – EMPOWER - ACHIEVE*

- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

### **Governing Body will:**

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor: **Mr B Davies**, who will report back to the full governing body. Governors 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, including:

- To 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.
- 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 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. Scrutinise ALN register and provision map.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCOs 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.
- Ensure pupil's voice is heard e.g. Observe pupils working in the classroom, speak to groups of pupils.
- 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 learning plans for a pupil is made and that the provision made, is accurately recorded, and kept up to date.
- Meet with the ALNCo to ask questions about ALN provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN pupils.

### **Support Agencies will:**

- Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for pupils in their assessment, lesson planning, methods, strategies and delivery styles.





## *NURTURE – EMPOWER - ACHIEVE*

- They may, if necessary, to the success of the pupil, withdraw pupils for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.
- All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

### **Implementation of the ALN Act**

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively. From September 2021, ALN legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision. From January 2022, those pupils in Year 1, 3, 5, 7 and 10 will be transferring to the new system. All other pupils with an already identified need will remain on the current SEN system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

### **Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at Gilwern Primary School.**

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALNCo and outside agencies
- ★ behaviour / relationship logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on pupils that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

### **Levels of Support/Provision Mapping**

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this



## *NURTURE – EMPOWER - ACHIEVE*

knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. (Person centred planning)

Gilwern School's provision map will be reviewed and updated annually to ensure that the current cohort of pupils have their needs met and have access to the appropriate level of support.

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil achieving
- The majority of pupils will be able to study the full curriculum using only the aids which they use as part of their daily life
- A minority of pupils will be provided with access to specialist equipment and different approaches to learning

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Pupils requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, and Logs of relationship/ pastoral support.

The level of support:

### **Specific Additional Learning Provision**

The needs of a pupil are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff.

*For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024*

In all cases of a Statement of SEN or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

### **Targeted Intervention**

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the pupil to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

### **Universal Provision**





## *NURTURE – EMPOWER - ACHIEVE*

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality differentiation.

For all pupils with identified additional learning needs, One Page Profiles are created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School (LLL Drive) System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Pupil, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review, and development of additional learning provision.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the ALNCo.

The Complaints Policy is accessible through the School Website.

### **PRESENT ARRANGEMENTS**

#### **Admission Arrangements**

The school accommodates children from four years to eleven years. The Headteacher and the LA liaise fully when an admission application is received for a child with severe or complex disabilities. Medical Services may also be involved. The outcome of their liaison is reported to the Governors before confirming admission. Admissions Policy is available on School Website.

#### **Access Facilities**

The school is of a level design. Main access to the school is fully accessible for wheelchair users and disabled toilet facilities are available.

#### **Links with Under Fives**

There are transition arrangements in place between Hopscotch Nursery and Gilwern School. Miss Vicky Trevett is the Nursery Manager.

Mrs Sharon Randall-Smith acts as the ALN link between the Playgroup and School.

#### **Resources**

There is an annual review of resources in line with the number of ALN children.

#### **Information Technology and a Special Needs Resource Bank**

The School has invested heavily in ICT, with all ICT equipment being fully accessible to all children.



## *NURTURE – EMPOWER - ACHIEVE*

### **In service training**

All staff take part in a planned programme of in-service training and the ALNCO/Headteacher identifies the areas to be addressed and how the training is to be organised. The Educational Psychology Service works closely with the school.

### **Complaints Procedure**

The class teacher will deal with any problems in the first instance, but if parents are not satisfied the Headteacher/ALNCO will always meet concerned parents in order to resolve difficulties. A parent who is still not satisfied should contact the Chair of Governors or the named Governor responsible for Additional Learning Needs. Names and telephone numbers can be obtained from the School Administrator. The full complaints procedure is available within the Complaints Policy, which is on the school website.

### **Monitoring and Evaluation**

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of pupil tracking data and test results
- ★ monitoring of procedures and practice by the Senior Leadership Team
- ★ reviewing OPPs, target sheets and IDP outcomes
- ★ school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- ★ Review of delegated spend
- ★ ALNCO annual report to Governors
- ★ Effectiveness of the school provision map
- ★ the Additional Learning Needs moderation process
- ★ School Development Plan

### **OUTSIDE AGENCIES**

The school works with the Educational Psychology Service, who can provide a variety of support and advice when pupils have special educational needs. The EPS has an advisory teacher as well as Educational Psychologists.

The school is supported by SENCOM, who provide the following services:

- Educational Service for Pupils with Visual Impairment
- Educational Service for Pupils with Hearing Impairment
- ComIT for pupils with communication difficulties.

The school is also supported by:

- Educational Service for Pupils with Specific Learning Difficulties (Dyslexia)
- Educational Service for Pupils with Communication Impairment (Speech and Language Difficulties)

### **Links with feeder schools and other agencies**

There are good links with Comprehensive Schools in Abergavenny, Brynmawr and Crickhowell. There is a formal procedure to pass on information regarding all pupils with ALN to ensure a smooth transition and continuation of provision. A representative is invited to attend Year 6 Annual Reviews.

Specialist Units are available, if necessary, for pupils with complex needs.



## *NURTURE – EMPOWER - ACHIEVE*

There are close links with the Health Services via the Abergavenny Children's Centre, particularly with the occupational therapists, physiotherapists and speech therapists.

There is access to an Educational Welfare Officer and liaison with social services occurs when necessary.

### **EQUALITY**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Additional Learning Policy will be reviewed and updated annually.

Signed..... Signed.....

R M T Guy, Headteacher

B Davies, Chair of Governors

Date.....

Date.....



# NURTURE – EMPOWER - ACHIEVE

## Appendices

### Appendix i - Useful contacts

Educational Psychologist	Casey Stephens – Mon CC
Educational Welfare Officer	Helena Knott
Visually Impaired	Martha Rees – Powys
School Health Nurse	Nicky Harrhy
Specialist Teacher Service	Kath Kippax
Hearing Impaired	Ann Jenkins
Occupational Therapy	Lisa Winsor – Mon CC Rhian Hicks - Powys
Physiotherapy	Jennie Christie – Mon CC Karen Gillespie - Powys

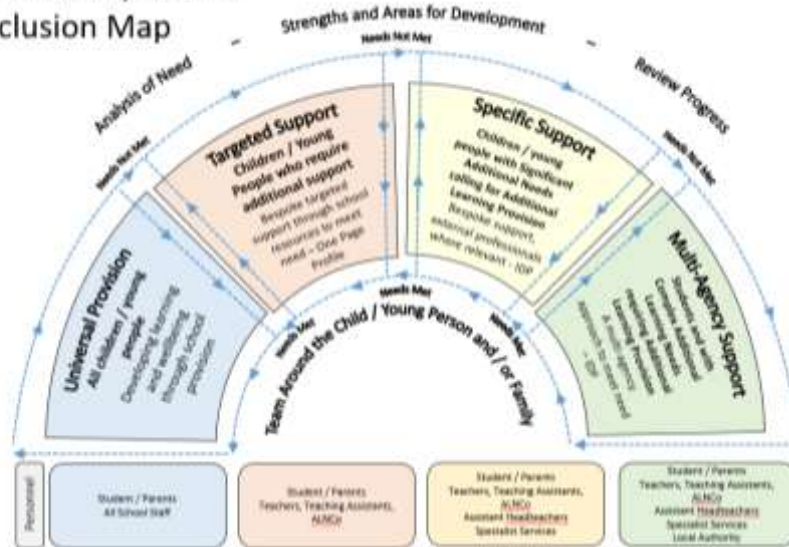
### Appendix ii- One Page Profile

Copy of sample One Page Profile - One Page Profiles are created through person centred approaches for all pupils with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

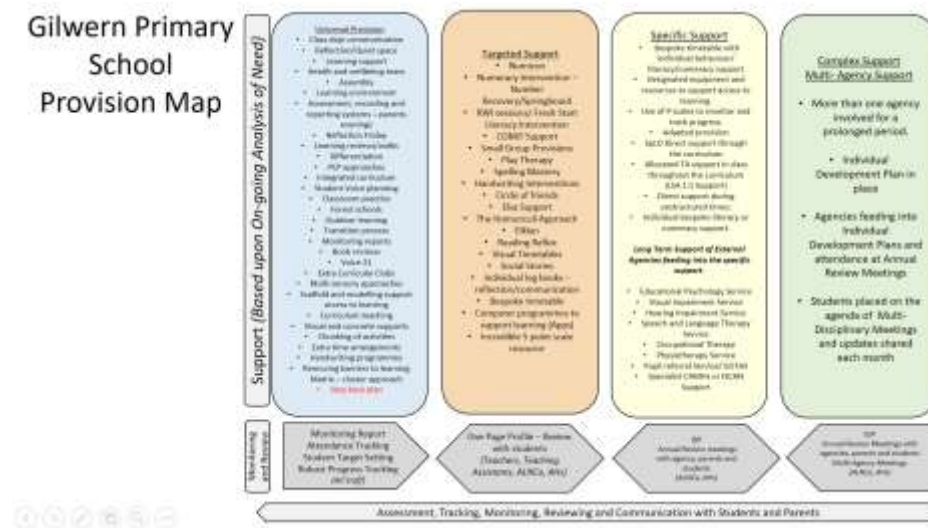
# NURTURE – EMPOWER - ACHIEVE

## Appendix iii – Support Structures

### Gilwern Primary School Inclusion Map



### Gilwern Primary School Provision Map



## Appendix iiiii – Overview Provision Map

# NURTURE – EMPOWER – ACHIEVE



## Appendix v – During transition to ALN progress in January 2022.

Be aware previous procedures followed were:

### School Action

School Action is characterised by gathering information, increased differentiation within the normal classroom work, the initial involvement of parents and the child and the production of an Individual Development Plan (IDP). The IDP sets out the child's needs and sets specific, short-term measurable and attainable performance targets, teaching strategies, provision and monitoring arrangements. The class teacher should provide interventions in the IEP that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The IDP is reviewed at least twice a year and new targets set. At least one review will coincide with a Parents' Evening. Parents' views on children's progress will be sought as part of the review process. Where possible and appropriate the child will also take part in the review process and be involved in target setting through person-centred approaches.

There is an 'open-door' policy where parents can discuss their child's progress at any time.

### Responsibilities at School Action

**Class teacher** - Initial identification of the child's ALN, Gathering information, Taking early action, Informing the ALNCO of concern, providing information, and deciding with ALNCO if the school needs to help the child through School Action, Placing on the school ALN Register, Writing the IDP with appropriate ALNCO support, Informing parents and obtaining permission for ALN support., Organising class groupings and available resources so that the child receives support to achieve targets., Monitoring and reviewing progress.

**ALNCO** - Collaborating with the class teacher, Collating information , Ensuring an IDP is drawn up, Ensuring parents are informed and involved, Monitoring and reviewing progress, Informing the Headteacher.

### School Action Plus

The basis for this stage could be that, despite receiving an individualised programme at School Action for a period of at least two IDPs, the child

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing numeracy and literacy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service or EPS.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.



## *NURTURE – EMPOWER - ACHIEVE*

A decision to move to School Action Plus will be made by the ALNCO in discussion with the class teacher and parents. The child is then referred to relevant outside agencies for further assessment/strategies e.g. Behaviour Support Team, Educational Psychology Service, Advisory teachers, and Specific Learning Difficulty Service. Outside agencies can advise on new and appropriate targets and accompanying strategies for the School Action Plus IDP.

Although developed with the help of outside specialists, the strategies specified in the IDP should usually be implemented as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IDP continues to be the responsibility of the class teacher.

### **Responsibilities at School Action Plus**

**Class teacher** - Continues to support the child in the same way as School Action incorporating any extra help and resources as specified in the IEP, attending reviews and working on advice offered by outside agencies.

**ALNCO** - Informs the parents of decision to initiate School Action Plus, Completes any relevant paperwork, Works in close liaison with outside agencies, Develops IDP's with class teacher and relevant agencies, Organises and coordinates review meetings.

### **School Action Plus Resourced Agreement (SAPRA)**

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then the school will request additional support from the authority by making a referral to the SAPRA Panel. The panel will consider the evidence presented by the school, together with any assessment information from support services and/or outside agencies, and, if appropriate, will meet with the school and parents to consider a SAPRA. Funding for the pupil's Graduated Response provision may be an additional award by the Authority or via the delegated school budget. It is the responsibility of the school to evidence impact and pupil progress with monitoring by the Authority. The pupil's needs, the provision to meet those needs, the respective roles and responsibilities of the school and the Authority, as well as and the funding allocated by each party will be set out in a Joint Resource Agreement (SAPRA).

### **For purposes of review, monitoring and evaluation, the Authority regards a SAPRA as equivalent to a Statement of ALN.**

**ALNCO** - Informs the parents of decision to initiate SAPRA, Completes any relevant paperwork, Works in close liaison with outside agencies, Develops IEP's with class teacher and relevant agencies, Organises and coordinates review meetings, Communicates with the relevant agencies to ensure cohesion of process, Completes SAPRA paperwork, Liaises with Local Authority.

### **Statutory Assessment**

In some cases the school will decide that after action has been taken to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available at the school. The school may then draw the child to the attention of the LA with a view to an assessment under the 1996 Education Act.

A child will be brought to the attention of the LA as possibly requiring a statutory assessment after the child has been seen by the Educational Psychologist through:

- A referral by the school, or another agency,
- A formal request for an assessment from a parent, normally after consultation with the school

Children may also be drawn to the attention of the LA by the Health Services and Social Services Departments: this is more likely to happen with pre-school children.

The school will present the following information:

- The school's action through School Action, School Action Plus and SAPRA
- Evidence of IEP's (At least two)
- Evidence of regular reviews (At least two)
- Information about National curriculum levels of attainment and standardised scores in literacy and maths
- Additional information from outside agencies
- Views of parents
- Views of pupil
- Any other appropriate information e.g. special arrangements, resources

Where the balance of the evidence presented to and assessed by the LA suggests that the child's learning difficulties and/or disabilities:

- Are significant and/or complex
- Have not been met by relevant and purposeful measures taken by the school and external specialists, and



## *NURTURE – EMPOWER - ACHIEVE*

- Call for specialist educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools in the area.

The LA will consider the case for a statutory assessment for the child's special educational needs. Where the child is referred by a parental request for statutory assessment, the LA will contact the parents in order to:

- Investigate further the nature of their concern
- Ascertain the degree of their involvement and agreement with the special educational provision, which has been made for their child at school
- Give them full details of the assessment process

### **Statementing**

If the LA agrees to formal assessment then the result may (or may not) be that a **Statement of Special Educational Needs** is provided. After taking consideration of the views of the school, parents and professional advice from outside agencies, it will set out the authority's arrangements for provision of additional support. The statement is a legally binding document, which is reviewed annually by the school, LA, parents and other agencies that may be involved with the child. Additional funding and resources may be allocated from the LA to facilitate the provision set out in the statement.

### **Associated documents**

ALNET Act (2018)

Equality Act (2010)

Additional Learning Needs Code for Wales (2021)

Local Authority ALN Strategy

Welsh Government Implementation Guidance (2021)

SEN Code of Practice Wales (2004)

N.B. - ALN will be referenced in other school policy documents as appropriate.

