# LLANFAES C.P. SCHOOL

Beilihelig Road, Brecon, Powys, LD3 8EB
Headteacher: Mrs C North (RI)
Deputy Headteacher: Mrs A Morris (RI)
Setting Leader: Miss J Parry (3+) and Miss A Crawford-Plane (Flying Start)

Llanfaes Camau Bach\ Little Steps

Policy for

Educating Children with Additional Learning Needs

Additional Learning Needs and Inclusion Policy

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| Name of Setting | Camau Bach |
| Telephone number | 01874 623326 |
| Email and web addresses | office@llanfaes.powys.sch.uk<br>alnco@llanfaes.powys.sch.uk |
| Responsible Individual | Mrs Mrs Catherine North and Mrs Alyson Morris |
| Leaders | Miss J Parry and Miss A Crawford-Plane |
| Setting ALNCO | Mrs J Parry |
| School ALNCo | Mrs Davina Thomas |
| Designated Child Protection Lead | Mrs C North and Mrs A Morris |

**Contents**

1. Introduction
2. Roles and Responsibilities
3. Identification and Assessment of ALN
4. TYFU
5. Working in partnership with parents
6. Involving children/parents.
7. Assessing and reviewing outcomes
8. Transition
9. Training and continuing professional development (CPD) for staff.
10. Inclusion
11. Emotional and social development and well-being
12. Involving specialists
13. Disagreement Resolution
14. Data Protection
15. ALN Terminology

16. Welsh Government Guidance Documents.

## 1. Introduction

This policy sets out our approach to supporting children with additional learning needs (ALN).

The policy and guidance are in line with Powys County Council's framework for meeting the needs of all children and young people from birth to 25 years of age and aligns with the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential.

The advice and guidance set out within this document considers all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).

There is a wide range of learning difficulties or disabilities, but the ALN Code (2021) broadly places them into the following four areas, please see appendix for further definitions:

- Communication and interaction
- Cognition and learning
- Sensory and/ or physical
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying difficult and challenging behaviours.

Children and young people with any of the above needs will be included in our setting community.

There is information about the support that Powys County Council and other services provide on the council website: www.powys.gov.uk/ALN

## 2. Roles and Responsibilities

At Camau Bach we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the setting and how they support our children.

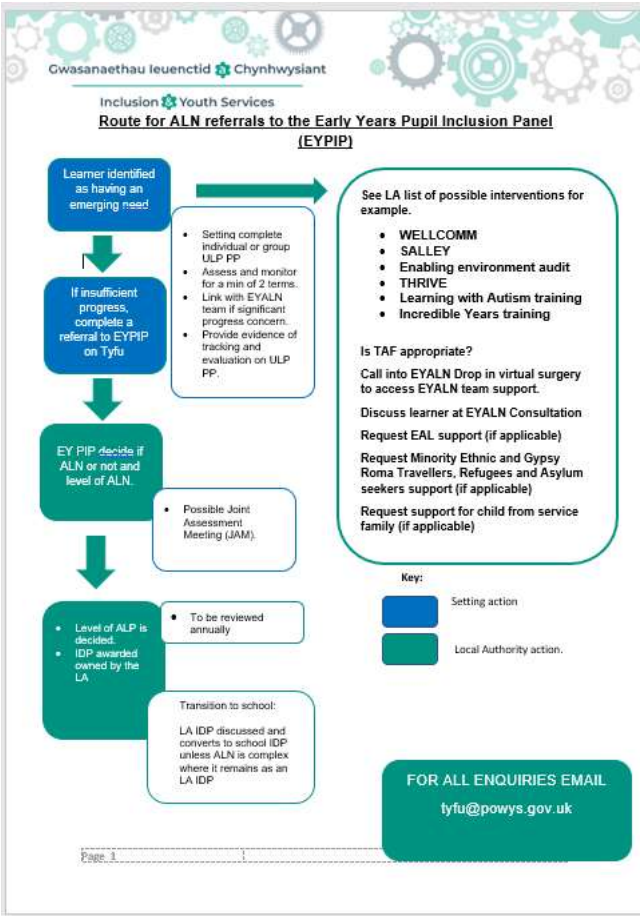
| **Responsible Individual Role** | **Setting ALN Coordinator** | **Setting staff/ Key worker** |
|---|---|---|
| The role of the Responsible Individual is to:<br><br>• ensure that the setting is following the Additional Learning Needs | The role of the Lead ALN Practitioner is to:<br><br>• liaise with parents/carers and other professionals in respect of | The role of childcare/ key workers is to:<br>• provide support for children daily.<br>• identify children who are showing emerging signs |

| | | |
|---|---|---|
| Education Tribunal (Wales) Act 2018 and The ALN Code of Practice for Wales 2021 in relation to all aspects of ALN.<br>• ensure this ALN policy is adhered to.<br>• ensure the correct procedures are followed to support children with ALN.<br>• ensure the setting is kept up to date with changes to ALN legislation.<br>• ensure staff attend training to upskill in areas of ALN. | children with emerging needs or suspected in having ALN in line with the graduated approach.<br>• ensure that appropriate interventions are in place for each child.<br>• monitor interventions and review them as necessary.<br>• advise and support other team members in the setting.<br>• ensure that appropriate records including background information about individual children with ALN are collected, recorded, and updated on TYFU.<br>• Complete referrals to the Early Years Pupil Inclusion panel (EYPIP) via TYFU once the graduated approach is completed and the necessary documents are uploaded to the child's TYFU profile. | of difficulties within the setting.<br>• highlight these concerns to the lead ALN practitioner.<br>• liaise with the lead ALN practitioner for advice and intervention strategies.<br>• plan and deliver group (or if appropriate, individual) activities to support children with an emerging or specified ALN.<br>• help children to engage in activities in a safe manner.<br>• keep a record of progress and strategies to be included on the child's TYFU profile. |

**3. Identification and Assessment of ALN**

At Camau Bach we follow a graduated approach to meet the learning needs of all children. This approach follows the Powys County Council Inclusion Pathway. For Early Years children the pathway has the following stages and is known as the graduated response depicted below.

- Emerging Needs
- Universal Learning Provision (ULP)
- Local Authority Individual Development Plan (LA IDP)




*Please note:* ***Slow progress*** *and* ***low attainment do not necessarily mean that a child or young person has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.***
***Difficulties related solely to limitations in Welsh or English as an additional language are not ALN.***
***Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN.***

At Camau Bach we are alert to emerging difficulties and respond early. We recognise that parents know their children best, and we listen and understand when parents raise concerns.

**4 TYFU – Powys County Council Inclusion Platform**

TYFU is an online system that enables all settings, schools, and the council to create one-page profiles for pupils, upload ULPs and assessments, create IDPs for children and young people with ALN, record meeting details and decisions relating to individual's emerging needs / ALN, make direct referrals into the council, and create personal education plans for children looked after. The platform also allows all people working with a child, young person, and their family to have access to the information to ensure that there is a multi-agency approach to meeting the needs of all children and young people with ALN. Access to the TYFU is by invitation and two step verification process. We will only invite professionals to have access to a child or young person's TYFU profile with parent/carers consent.

## 5. Working in partnership with parents

We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with ALN. We will have regular review meetings to discuss children's progress, and this will be more frequent if there are concerns about an individual child's development. We will always gain parental consent before requesting any outside intervention. We will provide clear information relating to a child to ensure parents understand the process and are fully involved in the decision-making process.
If there are any disagreements with parents about ALN support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the settings complaints procedure or contact TYFU: TYFU@powys.gov.uk.

## 6. Involving children.

We are committed to involving children with ALN in decisions about their learning and we will always work in a person-centred way.
We will:

- Provide children/parents with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## 7. Assessing and reviewing outcomes.

**ULP**
Reviewing progress at ULP: clear dates for reviewing the child's progress are agreed with the parent/carers. Setting staff will be clear about how they will help the child reach the expected outcomes. The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.
**LA IDP**
Reviewing an LA IDP is a statutory requirement of a minimum of every 12 months or sooner if significant change occurs. For example, additional learning provision needs adding or amending. Reviews will be undertaken in partnership the PCC ALN Case worker, parents/carers, and any other relevant professional working with the child, and will take account of their views, wishes and feelings.

Before the meeting and in partnership with PCC ALN Caseworker we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- use TYFU to add additional reports submitted in advance of the meeting.

Discussion of additions or amendments to the IDP will be made in draft form on TYFU and discussed at the local authority (LA) panel within two weeks of the person-centred review taking place.
In line with the ALN act, the LA will ensure that a revised copy of any LA IDPs will be issued before the end of the review period (i.e., before the end of the year in review), regardless of when the review is carried out. Any amendments agreed following a review carried out at the request of the child / young person parents will be issued within 35 school days of the review.

Where a child is looked after by the Local Authority, we will endeavour to synchronise LA IDP reviews with social care reviews.

**8. Transition**

Our ALN support includes planning and preparation for the transitions between home and other early years' provision to us, and between us and school.
If a child has a confirmation from the local authority that ALN has been confirmed and in receipt of an LA IDP a transition and review meeting will be arranged by an ALN case worker.

**Transition from a 2-year-old setting to a 3 plus setting**

A review and transition meeting chaired by a local authority ALN case worker, organised by TYFU will take place. Information is shared at LA ALN panel, and a decision made if the EY LA IDP is to remain according to the Additional Learning Provision and progress made. Both settings will be informed and supported by the EYALNLO team.

**Transition to reception year**

The LA IDP is maintained by the local authority until the child enters maintained education in reception year. It is at this point the IDP will become the school's ALNCO's responsibility to maintain unless the child's ALN is classed as severe and complex. It is these cases the LA maintain the responsibility. These decisions are made at a local authority ALN panel following a review and transition meeting chaired by a local authority ALN case worker, organised by TYFU.

**9. Training and continuing professional development (CPD) for staff**

We regularly and carefully review the quality of ULP for all children, including those at risk of underachievement. This includes, identifying patterns of need in the setting reviewing, and where necessary improving, practitioners' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of practice for pupils with ALN, and the progress made by children, is a core part of the settings' performance management arrangements and its approach to professional development for all setting staff.

**10. Inclusion – Including support for vulnerable and disadvantaged learners.**

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with ALN engage in the activities of the setting together with those who do not have ALN and are encouraged to participate fully in the life of the setting and in any wider community activity. We are committed to ensuring our setting celebrates and reflects our diverse community. Representation of this is evident throughout, from wall displays to newsletters and book corners, to media postings. We actively seek involvement from community members in fostering the above.

In addition, at Camau Bach will always ensure that any child, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs. The Welsh Government defines children and young people that may be vulnerable or disadvantaged in the following list. Not all learners from these groups will face barriers to learning or be vulnerable to underachieving. It is a wide-ranging list and is not limited to learners who are in one or more of these groups:

- learners with additional learning ALN
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children.
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma, and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers

- children at risk of harm, abuse, or neglect

**11. Emotional and social development and well-being**

At our setting we have enabling adults who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines.

**12. Involving specialists and external agencies**

At Camau Bach we will always consult with external agencies if appropriate where a child makes little or no progress against their initial assessment over a sustained period. Parents/carers are always involved in any decision to involve specialists.

**13. Disagreement Resolution**

If you or your child disagree with a decision made regarding the content of an LA IDP, please contact Yvonne Hockly (EYALNLO) on yvonne.hockly@powys.gov.uk to discuss your concerns. If an agreement cannot be reached, you have the option of asking the local authority to review the decisions. The local authority has a single entry for all advice and guidance. This is called the TYFU Gateway, and it can be contacted on TYFU@powys.gov.uk or 01597 827108.

**14.Data Protection**

All documents relating to a child's ALN will be kept on their TYFU profile; this is a secure electronic repository; unauthorised persons do not have access to it. Plans will not be disclosed without the consent of the child's parents or carers, or the young person, except for specified purposes or in the interests of the child or young person. Please see our Confidentiality policy for more details.

**15. ALN Terminology**

The list below is not exhaustive, but it does give some definitions to some key phrases and abbreviations that are used when talking about ALN. If you would like to discuss any of the terms below, please contact the setting's ALNCO coordinator or TYFU: TYFU@powys.gov.uk

- **ALN – Additional Learning Needs** – A child or young person has ALN if they have a learning difficulty or disability that requires additional learning provision.

- **One Page Profile -** A simple summary of what is important to someone and how they want to be supported. A one-page profile can record how a child or young person would like people to help them, what is important to them and what people like and admire about them. All children and young people with ALN should have a one-page profile.
- **ULP Plan - Universal Learning Provision Plan** – A non-statutory document that details the support that children and young people will receive. Children and young people with a ULP Plan will not be considered to have ALN. The ULP plan is monitored and maintained by the school. Most children and young people's needs will be met with a ULP Plan.
- **TYFU** – Powys County Council's Inclusion Platform. It allows information about a child's emerging needs, graduated approach, ALN to be securely stored and shared with the relevant people and agencies. It also allows electronic plans (including IDPs) to be created and shared electronically. Authority referrals are made on TYFU with LA ALN panel decisions recorded in real time.
- **TYFU Gateway** – The single point of access for advice, guidance, and support from the local authority Email: TYFU@powys.gov.uk Tel: 01597 827108

- **ALP – Additional Learning Provision** – This is the provision that is described within a person's IDP. If a child or young person receives ALP, they are considered to have an ALN.
- **IDP: Individual Development Plan -** This is the statutory document that describes a person's additional learning needs, the ALP required to help meet those needs and who will provide it.

  **School IDP** –IDP that is maintained by the school. Most children and young people that have ALN will have their needs met with a school IDP.
- **LA IDP: Local Authority Individual Development Plan** – an IDP that is maintained by the local authority. All early years' children in a non-maintained setting, not in reception class of a school and have had ALN confirmed by the local authority will be in receipt of an LA IDP under ALNET. The EYALNLO and team support, guides and maintains the LA IDP until the child enters the reception year where the IDP becomes the responsibility of the school's ALNCO, unless the ALN has been confirmed as being **significantly sever and complex by the LA.**
- **PIP – Powys Inclusion Panel** – The decision-making panel for all things related to ALN and Inclusion within the local authority (LA)

**16. Welsh Government Guidance Documents**

Additional learning needs (ALN) system: parents' guide [HTML] | GOV.WALES
**The ALN Code for Wales 2021**

210326-the-additional-learning-needs-code-for-wales-2021.pdf (gov.wales)
**The Role of the ALNCo**

role-of-early-years-additional-learning-needs-co-ordinator.pdf (gov.wales)
**The Role of the EYALNLO**