**ALN Policy**

**2024**

*Initiated by:* *SMT*

*Approved by:* *Governors/SMT*

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*Distribution:* *SMT/TLR’s/All relevant staff*

*Signed: R.Jenkins Chair of Governors*

*Signed: S.Type Head teacher*

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 1 – Every child under the Age of 18 has all the rights in the Convention.

Article 28 – Every child has the right to an education.

Article 29 – Education must develop every child’s personality, talents and abilities to the full.

Article 42 – Every child has the right to know their rights.

**Introduction**

This policy recognises the duty upon Park Lane to have due regard to the Code of Practice for Additional Learning Needs and revised legislative changes resultant from The Additional Learning Needs and Educational Tribunal Wales (ALNET) Act 2018. From September 2021, the Special Educational Needs (SEN) framework will be replaced with a reformed system called Additional Learning Needs and Education Tribunal (Wales) Act (ALNET).

Changes are being made to the current systems used to support learners with Additional Learning Needs (ALN), to reflect the new legislation and ensure a smooth transition to the new way of working.

All children will remain on the SEN Framework until they transition to the new ALNET system. This is due to be completed by the end of 2025. Welsh Government have outlined that those on the previous SEN system should transfer to the new ALN system and this will begin in January 2022.

**Aims**

Park Lane School is a specialist school in which all of our pupils have additional learning needs. The aims of this policy are to assist all of our pupils to overcome barriers to learning by creating and maintaining a learning environment that is fully responsive to the additional learning needs of every pupil. The guiding principles for the implementation of the policy are as follows:

* All pupils will have their needs met
* All pupils with ALN will be offered full access to a broad, balanced and relevant education
* Statutory guidance for developing a more inclusive curriculum will be adopted to:
  + set suitable learning challenges
  + respond to pupils’ diverse learning needs
  + overcome potential barriers to learning
* All pupils will be the responsibility of all staff
* The views of our pupils will be sought and taken into account
* Parents/carers will be enabled and empowered to fulfil their vital role in supporting their child’s education

**What is an Additional Learning Need (ALN)**

If a child or young person has Additional Learning Needs (ALN), they may need more support to learn than the majority of children and young people of the same age.

Children and young people with Additional Learning Needs may need more support to learn than the majority of children and young people of the same age; some may have a disability which prevents or hinders them from making use of the educational facilities provided for learners. About one in five children and young people may have Additional Learning Needs at some time.

For some, these difficulties are short-term; for other children, however, they will have Additional Learning Needs throughout their school or college life. Some will have Additional Learning Needs in particular areas of their education, whilst others may need help with all or most aspects of their education.

A child or young person has Additional Learning Needs if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age;
* has a disability which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in schools, colleges or settings.

**Healthcare needs and Disability**

There is not a direct correlation between having a disability and having an additional learning need. However, there will be some forms of disability where a child or young person is more

likely to have ALN. The critical factor is whether the disability prevents or hinders the learner from making use of education or training that is generally provided.

Not all learners with a medical or healthcare need will have ALN. Medical conditions will not be regarded as ALN where:

* they do not cause a significantly greater difficulty in learning, or
* where they do not constitute a disability that necessarily affects access to education or training generally on offer.

**Examples of Additional Learning Needs**

A child with Additional Learning Needs might experience difficulties in one or more of the following areas:

* Experiencing difficulties with communication and/or interacting with others (for example finding it difficult to express themselves or understand what others are saying);
* Experiencing difficulties with understanding and learning (for example difficulty with reading, writing or number work, or understanding information);
* Experiencing difficulties with behaviour, social or emotional development (for example unable to control their behaviour, process emotions, make friends, concentrate or struggle communicating with others);
* Experiencing difficulties with sensory and/or physical things (for example physical disabilities; lacking in coordination etc.);
* Experience medical problems or difficulties.

**Admission**

* All of our pupils have a LA Statement of SEN or an IDP that details the provision and support every pupil requires and the objectives.
* Our pupils may have severe, complex and profound learning difficulties. Most of our pupils have learning difficulties that are global in nature and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment and/or autistic spectrum disorder.
* The school follows LA policy on ALN which is based on the Welsh Assembly Government’s ‘Additional Learning Needs Code of Practice for Wales’ (2002) and the Additional Learning Needs and Education Tribunal Wales Act 2018 (ALNET).
* Pupils are admitted to Park Lane following decision and placement by the LA ALN Placement Panel.
* During the referral process, the LA will fully consult with parents at all stages.
* Placements to Park Lane are made by the ALN panel with the agreement of the professionals involved, parents and school.

**Provision**

Our curriculum is designed to enable our pupils to develop in relation to the Four Purposes of the Curriculum in Wales. Children and young people should develop as:

* Ambitious capable learners, ready to learn throughout their lives.
* Enterprising, creative contributors, ready to play a full part in life and work.
* Ethical informed citizens of Wales and the world.
* Health confident individuals, ready to lead fulfilling lives as values members of society.

The school has undertaken a number of processes with all stakeholders to develop our Park Lane “I Can Statements”. These statements are the benchmark for our pupils when they transition out of Park Lane to their post 19 provisions. These statements are the drivers of our planning through each of the six Areas of Learning Experience.

**PPT – Pupil progress targets**

At Park Lane, PPTs are an integral and significant component in the provision that is made for our pupils. Primarily these are used as assessment/planning mechanisms which build upon and focus the wider educational experiences of the pupils to address specific essential and core skill areas.

The purpose of planning and recording in our PPT format includes information which is additional to the highly differentiated curriculum which is in place for the provision of all pupils in terms of:

* Short term targets set out for the pupil
* The teaching strategies to be used
* Frequency of review
* Success criteria
* Outcomes (to be recorded at termly review)

PPT’s are constructed following a thorough analysis of strengths and needs and are linked to pupils longer term IDP targets. All pupils have five short term targets that identify what should be achieved in the period of one academic school term. Targets are set via a person-centred planning approach in which the views of the pupil, parents, teaching staff, class team and ALNCo are considered. These PPT targets determine the key individual learning objectives for all teaching and learning experiences and are central to lesson planning. Pupils advance, develop and master one or more of their PPT targets in all learning experiences and activities. Pupils are set a termly PPT target in each of the following five areas:

* Literacy
* Numeracy
* Digital competence
* Communication
* Wellbeing

In addition to their PPT’S, some pupils benefit from the following documents and associated processes to meet their individual learning needs:

* Pupil support plan
* Behaviour risk matrix
* Communication passports/pathway
* Physio plan
* Care plans
* Annual Person-Centred Review (PCR)

The Person-Centred Review of Statement meeting involves parents and professionals from other agencies who support the pupil. All relevant personnel are invited to attend or provide a

written contribution. Pupils are encouraged to attend where appropriate and where this is not their pre-solicited views are recorded.

**Personnel**

We provide a high adult to pupil staffing ratio. Our class teams typically range in size from three to six members of staff all of which include a class teacher and lead teaching assistant.

* Leadership Team
* Headteacher
* Deputy Headteacher
* Assistant Headteacher
* ALNCo
* Head of Secondary
* Head of Primary
* Therapies and pupil support lead

We have a well-trained, highly qualified staff team with much experience and specific skills to support the needs of our pupils. We are committed to continuous investment in professional development, training and learning for our staff to ensure we maintain our ability to provide whatever support that is needed by our pupils. Our staffing profile also contains middle leaders with responsibility for each of the six areas of learning and experience and each of our four key stage groups and a dedicated administration and site management team who also support the learning and development needs of our pupils.

**Working in Partnership**

The school recognises that the partnership with other agencies who are involved in the life of the school and who aim to support pupils and staff is more likely to be most effective when it is predicated on positive relationships and shared ambitions which work together to provide opportunities to enhance pupils’ learning experiences and support pupils’ needs. Effective working relationships and practices also enable us to respond to difficulties that may occur as early as possible and to tackle these difficulties flexibly in the context of individual needs. We have successfully developed positive working relationships partners including:

* Partner special schools
* Tertiary Colleges
* Employers
* Health providers
* Post 16/19 providers
* The Careers Education Service.
* ALNET
* Educational Psychology Service
* Speech and Language Support
* Educational Welfare Service.
* Childrens’ disability team
* Looked After Children Team.
* Social Services Involvement

Also available to pupils is the support for pupils with physical disabilities through access to Occupational Therapists, Speech Therapists, Physiotherapists, Hearing Impaired Specialists, Visually Impaired specialists and Community Paediatrician.