

Additional Learning Needs Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

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Next Review Due: April 2027

“Every Child Matters and Every Child Matters Equally.”

UNESCO

1. Introduction

Every pupil within King Henry VIII 3-19 School is entitled to access a broad and balanced curriculum within a stimulating and inclusive environment where all pupils are encouraged, valued, and accepted regardless of their individual needs or disabilities, in line with the ALNET Act and Code. We are clearly focused upon creating an inclusive environment, where provision is tailored to meet the needs of every pupil, no matter how varied those needs are.

The Additional Learning Needs and Educational Tribunal Act and Code

In 2018 The Welsh Government passed new legislation, the Additional Learning Needs and Tribunal Act (Wales) Act 2018, and Additional Learning Needs (ALN) Code 2021. These replaced all existing legislation and guidance relating to special educational needs.

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

Definition of Additional Learning Needs (ALN) as defined within the ALN Code:

- (1) A person has additional learning needs if they have 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 they
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) have a disability for the purposes of the Equality Act 2010 (c.15) 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 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 they are 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 they 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) as defined within the ALN Code:

- (1) “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 -
 - (a) mainstream maintained schools in Wales,
 - (b) mainstream institutions in the further education sector in Wales,
 - (c) places in Wales at which nursery education is provided.
- (2) “Additional learning provision” for a child aged under three means educational provision of any kind.
- (3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

Legislation, Associated Documents and Guidance

- [The Equality Act \(2010\)](#)
- [ALNET Act \(2018\)](#)
- [Additional Learning Needs Code for Wales \(2021\)](#)
- [Welsh Government Implementation Guidance \(2021\)](#)
- Monmouthshire Specialist Resource Base Policy
- Local Authority ALN Strategy
- King Henry VIII 3-19 School Access Arrangements Guidance
- [UNCRC Article 29](#): Your right to become the best that you can be

2. Vision and Values

King Henry VIII 3-19 School believes that anyone can learn anything, and the growth mind-set underpins everything we do. We pride ourselves on being a fully inclusive community for pupils of all starting points, challenges, race, gender, and social origin, a criterion of the school's success being its ability to meet a wide and varied range of learning needs. We recognise that many pupils accessing full-time education will receive targeted support, with a few requiring provision which is 'additional to', or 'different from' that provided for their peers. We believe in the limitless capacity for everyone to achieve great things, that what we become and what we achieve comes from aspiration, great teaching, and excellent support.

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with ALN are included in all aspects of school life.

3. Aims and Objectives

King Henry VIII 3-19 School is committed to promoting high standards that allow appropriate achievement and progress to be made by all pupils with additional learning needs:

- To ensure 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 support for physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy needs, where needed.
- To ensure provision will be made through universal, targeted and specialist support and intervention to overcome barriers to learning for all.
- To meet the needs of all pupils with Additional Learning Needs that require Additional Learning Provision, as far as resources will allow. School resources and those available through the LA and outside agencies will be considered and utilised where it is deemed appropriate to do so.
- To take a person-centred approach so that the wishes, views, and opinions of the pupil are captured and considered. It is recognised that parental/carer engagement is also a critical part of the process.
- To provide continuity of provision and expectation, secured through consultation with feeder primary schools, the LA, and other partners.

- To facilitate communication and collaboration between all stakeholders, including outside agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- To ensure the whole school staff are 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 these needs.
- To ensure pupils are fully involved in all aspects of the ALN process. Their views and understanding of their own needs will be taken into account when planning support.

4. Areas of Need

The needs of pupils can be grouped into a number of areas: Language and communication; Cognition and learning; Social, emotional mental health; Sensory and/or physical and Independence and Self-help. Pupils may display needs in more than one area and these needs may change over time. Where there are significant barriers to learning a child may require Additional Learning Provision. If so, they would be said to have Additional Learning Needs (ALN).

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Broad Description
Language and communication	Pupils with needs in this area experience difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have Developmental Language Disorder (DLD), or who are on the autism spectrum, often have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties require high levels of differentiation to enable them to access the curriculum effectively and make academic progress. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia/Developmental Coordination Disorder (DCD) • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences These needs can manifest themselves in many ways, for example the pupil becoming withdrawn or isolated, or displaying challenging, disruptive, or disturbing behaviour.
Sensory and/or Physical	Pupils with these needs have an impairment, or disability, that can act as a barrier to them accessing the educational facilities that are generally provided within a school setting. Pupils may have: <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers
Independence and self-help	These are life skills that children and young people gradually attain through experience and learnt routines over time. They include being able to get dressed, use the toilet, take good care of hygiene (e.g., washing hands, showering, and cleaning teeth) and preparing food. These skills enable young people to look after themselves without being dependent on others.

5. The Specialist Resource Base (SRB)

Monmouthshire model of specialist support is through specialist resource bases (SRBs) hosted by mainstream schools. SRB host schools work alongside the local authority in order to develop, monitor and review the additional learning provision available within the SRBs.

We are privileged to have a Specialist Resource Base at King Henry VIII 3-19 School that provides an environment and curriculum tailored to the needs of pupils who require a different approach to their learning and the use of specialist approaches. The SRB Teachers, HLTAs and TAs are skilled in supporting pupils who have complex additional learning needs, including autism, ensuring all pupils have an excellent learning experience and feel a real sense of belonging to the school. Wherever possible, approaches to supporting pupils align fully with the school's agreed pedagogical approach, and reflect the school themes and values.

The SRB is led by an experienced Lead Teacher who oversees the day-to-day operational aspects of the SRB. The strategic development of Monmouthshire's SRBs is overseen by the Specialist Teacher and Outreach Team (SPOT Network), comprising of senior LA officers from the Inclusion service and SRB lead teachers.

Where it is felt that a pupil requires specialist provision an application is made to the local authority for placement within the School SRB. An LA Panel then decides whether the pupil meets the entry criteria. It is expected that learners placed in the SRB have an Individual Development Plan (or another statutory plan, if residing outside of Wales) maintained by the LA. This outlines their additional learning needs and the additional learning provision required. Pupils would typically be at least three years below age related expectations in their learning and development.

The designation of each SRB in Monmouthshire Local Authority is:

- Autism
- Speech, language and communication difficulties
- Severe learning difficulties
- Physical/ medical difficulties

6. Roles and Responsibilities

At King Henry VIII 3-19 School we are committed to providing all pupils, whatever their backgrounds or circumstances, with the best opportunities and education. It is therefore the responsibility of all staff to help ensure that children and young people with ALN receive the support needed to make excellent progress whether this be through a universal, targeted, or specific approach. The provision of high-quality teaching is adapted to meet pupil needs at each of these tiers using a graduated response.

Glossary of terms		Definition
ALNCo	Additional Learning Needs Coordinator	A designated person within a school setting who has responsibility for co-ordinating support for pupils with additional learning needs.
ALNET	Additional Learning Needs and Educational Tribunal Act	This Act was introduced to make provision for a new statutory framework for supporting pupils with additional learning needs.
ALP	Additional Learning Provision	Additional learning provision for a pupil (aged three or over), that is additional to, or different from, that made generally for others of the same age.
HLTA	Higher Level Teaching Assistant	A Teaching Assistant who has undertaken additional training and is therefore able to take on greater responsibility, including delivering intervention to small groups of pupils.
IDP	Individual Development Plan	A plan that is reviewed at least yearly that outlines the additional learning provision that has been put in place to meet a pupil's needs.
ILP	Individual Learning Plan	A plan that outlines shorter-term provision that is delivered through intervention to help pupils to 'catch-up' with their peers.
OPP	One Page Profiles	A page that provides positive information about a pupil which enables people to get to know them, the things that are important to them and the best ways to offer support.
PCP	Person-Centred Practice	Person-centred practice puts the child, child's parent, or pupil at the centre of decision making.

SRB	Specialist Resource Base	A specialist provision that supports pupils who have complex additional learning needs, including Autistic Spectrum Disorder (ASD) and Severe Learning Difficulties (SLD).
TA	Teaching Assistant	Teaching assistants support teachers and help pupils with their educational and social development, both within and outside the classroom.
WBLSO	Wellbeing Learning Support Officer	Using a person-centred approach, these are members of staff who help to personalise support to address the social, emotional, and mental health needs of pupils.

6.1 The Headteacher and School Leadership Team

- Advise the Governing Body of policies to meet their statutory responsibilities under the ALNET Act 2018.
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCoS have enough time and resources to carry out their duties effectively.

6.2 The Senior ALNCo

- Work strategically with the ALNCo (Primary), SRB Lead Teacher and Leadership Team to ensure the school meets its responsibilities under the ALNET Act.
- Ensure there is a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- Ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Ensure that pupils with ALN have their needs met, and that they receive the support needed to make excellent progress whether this be at a universal, targeted or specific level.
- Advise teachers about the effective use of PCP and high-quality methods of teaching that are appropriate for individuals with ALN.
- Advise on the graduated approach used to best meet the needs of individual pupils.
- Ensure all pupils that require ALP have an IDP that is developed, reviewed, and kept up to date.
- Coordinate ALP to best meet pupil needs, securing the support of relevant services as required.
- Act as a key point of contact for the local authority inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals and educational psychologists.
- Liaise with and provide information to children, young people, and parents/carers on a regular basis about pupils ALN, their ALP and IDP.
- Monitor the effectiveness of PCP, ALP, and the impact of interventions, assessing progress achieved against planned outcomes and adjusting provision where progress is not meeting expectations.
- Lead cluster ALNCoS so that clear quality assurance processes are in place around identification, assessment, planning and reviewing OPPs, ILPs and IDPs.
- Contribute to the training of teachers, teaching assistants and staff who work with learners with ALN.
- Work with the School Access Arrangements Specialist Assessor to ensure that access arrangements are in place for identified pupils, including those that have an ALN, in line with JCQ guidelines.
- Line manage and quality assure the work of ALNCo (Primary), HLTAs and TAs (Secondary), providing opportunities for professional development, including through the performance management process.
- Ensure fully joined up processes across the through-school.

- Develop own professional learning by liaising with other ALNCoS, Specialist settings and professionals and share experience and best practice.
- Review the School Provision Map and Additional Learning Needs Policy, at times agreed with the ALNCo (Primary), Headteacher and members of the Governing Body.

6.3 The Primary Phase ALNCo

- Work strategically with the Senior ALNCo and Leadership Team to ensure the school meets its responsibilities under the ALNET Act.
- Work alongside the Senior ALNCo to ensure there is a clear process and system of identification, assessment, and review of pupil progress.
- Address queries relating to ALN within the Primary Phase that are raised by pupils, parents/carers, staff and wider professionals.
- Ensure pupils who require extra support, or who have ALN, are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Ensure that pupils with ALN have their needs met, and that they receive the support needed to make excellent progress, whether this be at a universal, targeted, or specific level.
- Advise teachers about the effective use of PCP and high-quality methods of teaching that are appropriate for individuals with ALN.
- Advise on the graduated approach used to provide additional, differentiated support to best meet the needs of individual pupils.
- Ensure all pupils that require ALP have an IDP that is developed, reviewed, and kept up to date.
- Coordinate ALP to best meet pupil needs, securing the support of relevant services as required.
- Liaise with and provide information to children and parents/carers on a regular basis about pupils ALN, their ALP and IDP.
- Monitor the effectiveness of PCP, ALP, and the impact of interventions, assessing progress achieved against planned outcomes and adjusting provision where progress is not meeting expectations.
- Work alongside cluster colleagues to quality assure processes for identifying, assessing, planning, and reviewing OPPs, ILPs and IDPs.
- Contribute to the training of teachers, teaching assistants and staff who work with learners with ALN.
- Line manage and quality assure the work HLTAs and TAs (Primary), providing opportunities for professional development, including through the performance management process.
- Develop own professional learning by liaising with other ALNCoS, Specialist settings and professionals and share experience and best practice.
- Review the School Provision Map and Additional Learning Needs Policy, at times agreed with the Senior ALNCo, Headteacher and members of the Governing Body.

6.4 The SRB Lead Teacher

- Lead the SRB on a daily basis and develop its strategic direction, alongside the LA.
- Work with the Senior ALNCo to ensure the daily oversight and implementation of the school Additional Learning Needs and SRB policies.
- Work with SLT to contribute to the School Development Plan and to identifying resource needs.
- Review and develop SRB policies and practice alongside the LA.
- Co-ordinate the work of SRB Teacher and Teaching Assistants across the school.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies
- Support the monitoring, review and development of provision to meet needs across the SRB.

- Co-ordinate the completion of appropriate paperwork (One Page Profiles, Annual Reviews, Risk Assessments, Positive Handling Plans, Consistent Approach Planners/ Behaviour Plans and Individual Healthcare Plans) embedding any advice from external professionals.
- Ensure statutory processes around IDPs are maintained.
- Monitor and track learner progress and take appropriate actions when progress is not as expected, including referrals to external agencies.
- Identify the pupils requiring access arrangements and ensure the Joint Council for Qualifications process is completed where required.
- Liaise with parents / carers.
- Ensure IDP / statutory plan reviews are completed within statutory timescales.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- Embed clear systems for monitoring, review and the quality assurance of SRB practice and provision.
- Work effectively with external professionals and the SPOT Network to provide staff with advice, support and professional learning where appropriate.
- Implement the whole school performance management for teaching and support staff.
- Attend LA meetings and implement agreed practices across the SRB Network. This will include support of the OASIS Outreach model of support to Monmouthshire Schools.

6.5 SRB Specialist Teachers

- To provide high quality teaching and learning.
- To ensure a clear knowledge and understanding of IDPs/ statutory plans and develop approaches and action plans to ensure longer term outcomes can be achieved.
- To implement the school's ALN and SRB policy and practice.
- To ensure that the resources, targets and curriculum are appropriate to enhance progress.
- Track and monitor progress through the agreed assessment system with a clear evidence basis of achievements.
- Develop appropriate provision maps for individual pupils as required.
- Lead teaching assistants (TAs) to support the planning and delivery of learning and intervention and provide appropriate feedback.
- Contribute to reviews and discussions on pupil progress, including the preparation and completion of the appropriate paperwork, as required.
- Record and report any concerns on learner progress to the SRB Lead Teacher.
- Communicate with parent/carers, raising concerns and celebrating progress, including ensuring daily communication is effective and appropriate.
- Work alongside external professionals to agree and implement provision, with regular review and evaluation.
- Work with the SRB lead teacher to develop specific plans around need – this includes One Page Profiles, Risk Assessments, Positive Handling Plans, Consistent Approach Planners/ Behaviour Plans and Individual Healthcare Plans.
- Support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- Contribute to the development of specific support across the school through the developing in-reach model of support.

6.6 The Lead ALN Teacher

- Play a leading role in ensuring pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Provide professional support for staff to enable the early identification, assessment, and planning for pupils with ALN.
- Support school processes by delivering targeted support that meets pupil's needs as part of a graduated response.
- Deliver high quality outreach work that ensures pupils make excellent progress at each tier of support: universal, targeted, and specific.
- Act as a point of contact for staff, sharing best practice in relation to the use of PCP and differentiated teaching methods that are appropriate for individuals with ALN.
- Signpost, develop and share resources with staff that support the teaching of children and young people who have additional needs.
- Support the Senior ALNCo in monitoring the effectiveness of PCP, additional support, and interventions across the school.
- Contribute to the planning and delivery of ALP.
- Lead on the training of all staff who work with pupils with ALN.
- Communicate pupil progress and achievements to parents/carers as directed by the Senior ALNCo.
- Lead on raising awareness amongst parents/carers, promoting PCP and sharing the approaches used to support children and young people's additional needs.
- Develop specialist skills and knowledge by keeping up to date with the latest guidance available for ALN and through liaison with appropriate professionals.
- Review the School Provision Map alongside school ALNCoS.
- Contribute to the development and review of ILPs and IDPs as required.

6.7 Assistant Headteachers (with phase leadership responsibility) and Wellbeing Leaders

- Ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Liaise with staff on pupil provision and progress.
- Identify, assess, and monitor the progress of all pupils within relevant Year Groups and Phases.
- Oversee records of pupils within relevant Year Groups and liaise with the ALNCoS and relevant members of the Inclusion Team to update One Page Profiles and target sheets when reviewed within the normal assessment cycle.
- Help coordinate support for pupils requiring additional support for their social, emotional, and mental health additional learning needs.
- Contribute to OPP and IDP reviews as required.
- Attend reviews and discussions relating to pupil progress with parents and outside agencies, as appropriate.
- Work alongside form tutors and class teachers to ensure that the day-to-day provision meets pupils' learning needs.

6.8 Heads of Department (including additional TLR holders within departments)

- Ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.

- Ensure high quality teaching and learning experiences for all pupils across the department/AOLE as part of the universal provision of the school.
- Ensure that resources, targets, and the curriculum are appropriate to the needs of pupils with ALN.
- Work with TAs and involve them in the practice and pedagogy of department/across the department/AOLE.
- Review the attainment of pupils and alert the relevant Wellbeing Lead of any significant concerns regarding a pupil's progress. Where concerns relate to vulnerable pupils and those with ALN, also share these with the ALNCo, Assistant Headteacher (Wellbeing), and Assistant Headteacher (Vulnerable pupils).
- Co-ordinate targeted intervention for pupils with identified needs within the department/across the AOLE in liaison with the Inclusion Team.
- Contribute to the professional learning of department staff, developing support for pupil's with ALN alongside the ALN Lead Teacher.

6.9 Teachers

- Ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Ensure high quality teaching and learning experiences for all pupils as part of the universal provision of the school.
- Support school processes around early identification, targeted intervention, and a graduated response to meet individual need. Seek advice from the relevant ALNCo, or ALN Lead Teacher as required.
- Use PCP and ensure that resources, targets, and the curriculum are appropriate for pupils who require additional support, or who have an ALN.
- Implement any reasonable adjustments to meet pupil needs through universal provision.
- Ensure that achievement and progress are appropriate to the needs of each pupil.
- Work with TAs as integral members of the department/AOLE when planning and delivering lessons.
- Differentiate learning and materials and set achievable goals so that pupils experience success.
- Provide written feedback and attend discussions on pupil progress as required.
- Record any concerns relating to pupil progress to the Head of Department and relevant ALNCo as appropriate.
- Contribute to planning and monitoring documents for individual pupils (One Page Profile, Individual target trackers, IDPs) making use of this to identify requirements for targeted intervention.
- Communicate with parents/carers, listening to and raising concerns and celebrating achievement and progress.
- Support successful transitions between year groups, phases, and settings by sharing appropriate pupil information.

6.10 Higher Level Teaching Assistants (HLTAs)

- Help to ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Work alongside Heads of Department and Wellbeing Leaders when identifying pupils who require additional intervention and when planning support.
- Develop resources and approaches that best meet pupil needs both within and beyond the classroom.
- Complete OPPs and ILPs for pupils who are supported, contributing to the planning and delivery of ALP as required.

- Act as a point of contact for staff, sharing resources and best practice linked to areas of specialism (literacy, numeracy, mental health, and wellbeing).
- Track, monitor and assess the progress of pupils who access intervention and support, reporting this information to the relevant ALNCo and members of SLT as required.
- Contribute to the training of teachers, TAs and staff who work with pupils with ALN.
- Communicate pupil progress and achievements to parents and carers.
- Develop specialist skills and knowledge by keeping up to date with the latest guidance available for supporting pupils with ALN.
- Review the School Provision Map alongside school ALNCoS.
- Contribute to the development and review of OPPs, ILPs and IDPs as required.

6.11 SRB Higher Level Teaching Assistants (HLTAs)

- Work with the Lead Teacher for the SRB and the wider SRB Staff Team to provide effective delivery, which includes PPA / absence cover for colleagues across the SRB.
- Plan and devise appropriate targeted intervention to address identified areas of need across the SRB.
- Review the impact of any agreed support strategies and report these to the relevant class teacher and the Lead for the SRB.
- Establish and maintaining good relationships with parents/carers and relevant outside agencies.
- Become familiar with the specific needs of each learner within the classes allocated across the SRB.
- Promote independence and resilience and supporting the development of positive mental health.
- Contribute to the overall ethos, learning and intended outcomes of each class.
- Appreciate and support the role of other professionals, communicating with outside agencies as required.
- Share the effective approaches developed with the school to support transfer of progress from the intervention to the classroom.
- Contribute to the One Page Profiles and short-term targets for individuals receiving support.
- Where appropriate, to attend and contribute to Annual Reviews of learners with Statements / IDPs.
- Contribute to any additional plans developed to enhance learner provision and progress, for example enhanced transition plans, risk assessments.
- Plan and deliver innovative and highly differentiated activities that consider the needs of learners within each SRB class
- Contribute to the content and review of Individual Development Plans (IDPs), with a particular focus upon Additional Learning Provision (ALP).
- Contribute and develop person centred practice and where appropriate / requested liaison with parents / carers.
- Attend meetings where a multi-agency approach is being taken to support individuals.
- Work closely with identified learners within the SRB. This will include in-class provision and withdrawal support as required.
- Attend planned parent/carer meetings alongside relevant staff in order to help plan additional learning provision and to ensure effective transition.

6.12 The School Cross-Phase Officer

- Help to ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Work strategically with ALNCoS to ensure the school meets its responsibilities under the ALNET Act.

- Be responsible for supporting a number of identified pupils with social, emotional and mental health additional learning needs within both King Henry VIII 3-19 School and its partner primary schools through occasional in-class and withdrawal support.
- Work in close collaboration with the Educational Psychology Service, Wellbeing Leads and other relevant local authority and regional services to identify pupils requiring support within Years 5-8.
- Work closely with identified Year 5 and 6 pupils who have needs associated with social, emotional, and mental health needs, becoming familiar with the specific needs of each child and young person who receives support.
- Help to monitor, shape and review ALP through liaison with all stakeholders, ensuring effective transition between different phases of learning and learning settings.
- Meet with parents and carers and school representatives as required to discuss provision and update learning and support plans.
- Attend cluster meetings and meetings where a multi-agency approach is being taken to supporting individuals.
- Be responsible, alongside the Lead ALN Teacher, for the planning and delivery of extended transition activities for Year 6 pupils with identified ALN.
- Share all relevant information relating to pupil additional needs with the Senior ALNCo and relevant members of SLT and the Inclusion Team.
- Support the school wellbeing team as required.
- Help to raise awareness amongst parents and carers of PCP practice, sharing approaches used to support children and young people with additional needs and reporting on progress.
- Develop specialist skills and knowledge by keeping up to date with the latest guidance available that is applicable to the role and through liaison with appropriate professionals.

6.13 Teaching Assistants (TAs)

- Help to ensure pupils with ALN are fully included in the life of the school, in line with the school's unwavering belief in the growth mindset.
- Have full knowledge of pupil needs and the provision and targets in place to meet them. This will include knowledge of OPPs, ILPs and IDPs and the implementation of agreed provision.
- Liaise with and advise teaching staff regarding ALN, helping to organise and differentiate resources so that they are appropriate to the needs of individual pupils.
- Employ Step-back strategies and resources to help pupils identify and overcome barriers in the way of their learning and positive mental health.
- Support pupils during unstructured times, being mindful of health and safety, and encouraging safe interaction with peers
- Attend to pupils' personal needs, including toileting, feeding and mobility
- Take opportunities to reflect with pupils, to recognise and encourage sustained effort in aspects of learning.
- Work with the class teacher to inform records of pupil progress where ALP is in place.
- Liaise with teaching staff to gather appropriate information and updates on pupil's with ALN at review points during the year.
- Attend reviews and discussions on pupils' progress as appropriate, providing administrative support for ALN as required.
- Ensure support underpins the effective delivery of ALN (including documentation for PCP reviews in accordance with statutory timescales).

6.14 SRB Teaching Assistants (TAs)

- Ensure the daily implementation of the school Additional Learning Needs and SRB policies.
- Work as a cohesive team within assigned class team(s), putting the needs of the pupils at the centre of all provision and practice, sharing any concerns with the class teacher.
- Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and target sheets and the annual outcomes within IDPs to implement the agreed provision and plans.
- Work with the class teacher to keep records on pupil targets / annual outcomes and their progress.
- Contribute to the planning for reviews and attend reviews / discussions on pupils' progress as appropriate.
- Support the progress of pupils by adapting approaches, linked to teacher planning.
- Provide communication with home and external professionals, as agreed with the class teacher.
- Support in the development of self-care / self-help skills, including support of intimate care.

6.13 The Governing Body

The Governing Body have responsibility for Additional Learning Needs and the named Additional Learning Needs Governor will report back to the full governing body. Governors have legal duties under the ALNET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities.

They should ensure that:

- There are clear arrangements in place for the admission of pupils with disabilities and that steps are taken to prevent them being treated less favourably than others.
- There is good knowledge amongst governors and staff of the facilities provided to assist access, including accessibility plans which should be addressed through the school Strategic Equality Plan.
- Reasonable adjustments are made so that a pupil with ALN or a disability receives the support that they need through the removal of barriers to learning.
- The review of IDPs include consideration of the reasonable adjustments 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 – is high quality teaching.
- The headteacher and school leaders meets the needs of all pupils through provision of a broad and balanced curriculum.
- The Teaching and Learning Policy and Additional Learning Needs Policy is understood by all staff.
- Information is provided to parents when a pupil requires ALP and that the provision made is accurately recorded, and kept up to date.
- Arrangements are in place to support pupils with medical conditions, including Individual Health Care plans.
- There is a clear approach to identifying and responding to pupils with ALN. This should include determining resources used to support the progress of pupils with ALN, alongside scrutiny of the ALN Register and Provision Map.
- Members of staff are designated as ALNCoS and that their key responsibilities are outlined and monitored in relation to how effectively they are carried out.
- The school's budgetary priorities reflect the needs of children and young people with ALN
- Staff are assisted in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Pupil voice is heard e.g., speaking to groups of pupils.

- Children and young people with an ALN and/or a disability take part in the activities of the school alongside all other pupils.
- 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.
- Parental meetings are held to hear and consider parent/carer views.
- Meetings take place with the ALNCo and Inclusion Team regularly to ask searching questions about provision and its impact.
- Consideration is given to any changes to policies and practice across the school and the impact this might have on pupils receiving close support, or who have ALN.

7. Support Agencies

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, teaching methods, strategies, and delivery styles.

They may, if necessary, withdraw pupils for one-to-one or small group sessions where this can be shown to improve access to (and achievement in relation to) the curriculum.

All agencies supporting an individual are invited to attend and contribute to the PCP review meeting held each year.

8. Identification, Monitoring and Assessments of Needs

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at King Henry VIII 3-19 School.

Teachers are involved in the on-going assessment of pupil needs and progress to determine how far these needs are being met. 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, communication and mental health needs.

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

- Standardised assessment data
- Teacher assessment data
- Diagnostic assessments by class teachers, HLTAs and outside agencies
- Pastoral Support documents
- Transition information from previous learning settings
- Information provided from external professionals
- Discussions with parents/carers

This level of information helps to provide teachers, parents and most importantly the pupil with clear information to inform their learning and the nature of support they may require. Data is used to track and monitor pupil progress and to determine learning and wellbeing requirements.

9. Levels of Support and Provision Mapping

Meeting the needs of pupils 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 pupils has a direct bearing on the nature of the ALP required by pupils with ALN, and the point at which ALP is required.

The key to meeting the needs of all pupils lies in the staff's knowledge of pupil's skills and starting points. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every pupil is critical.

King Henry VIII 3-19 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 pupils with ALN cannot be isolated from improvements in the teaching and learning for pupils across the school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- There will be no barriers to every pupil making excellent progress.
- 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 phase. Pupils requiring support will be identified and intervention strategies developed. Data is collected from academic assessments, recording and reporting systems, attendance, and pastoral information.

Levels of Support	Description
Universal Provision	<p>Reasonable adjustments are required to overcome barriers to learning, these can be associated with seating position, timings, resources, etc.</p> <p>For pupils who require reasonable adjustments within the classroom, a One Page Profile (OPP) may be developed to share this information with all stakeholders.</p> <p>All teaching and learning throughout the school is inclusive to meet the needs of all pupils through aspirational targets and appropriate levels of support (nearly all pupils, including via high quality differentiation).</p>
Targeted Provision	<p>There are times when more targeted provision is needed on a short- or longer-term basis to meet an identified barrier to learning. This can include support from staff with specific training, accessed through existing school resources or externally.</p> <p>Where targeted provision is in place, an OPP and/or Individual Learning Plan (ILP) is created with pupils and families to gauge and record their views on approaches to support in making progress and achieving success.</p> <p>Both an OPP and ILP includes targets that are linked to areas of need which are reviewed at various times, according to the length of intervention that is required.</p> <p>One Page Profiles are working documents accessible to all staff.</p>
Specific Additional Learning Provision	<p>There are times when 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.</p> <p>Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and the provision required to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority.</p> <p>A school might request the local authority to take over responsibility for maintaining an Individual Development Plan (IDP) where, for example, the school believes that it would be no longer reasonable for them to secure the additional learning provision called for by a pupil's additional learning needs. A pupil or a pupil's parent can request the local authority to take over responsibility for an IDP where they do not believe the school is capable of fully meeting their needs, or they believe they require further or alternative additional learning provision which the school cannot provide (in which case the request is likely to be accompanied by a request for the local authority to reconsider the IDP).</p>

	<p>Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an IDP is established with the agencies, parents, the pupil, and school staff.</p> <p>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.</p>
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Individual Development Plans are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCos or Lead ALN Teacher. IDPs 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 ALP. 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 Inclusion Team/ALNCos. They can also use the Complaints Policy which is accessible through the School Website.

10. Evaluation

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

- Analysis of pupil tracking data, assessment, and examination results
- Value added data
- Monitoring of procedures, practice, and outcomes by the Senior Leadership Team, including a review of the SDP
- A review of delegated spend
- ALNCO and Link Governor reports
- Self-evaluation, that includes ALN Strategic Plans
- Intervention Programme and IDP outcomes
- PCP reviews that include pupil and parent/carer voice
- Subject Department Self-evaluation
- Learner Product Scrutiny and Learning Reviews
- MCC ALN Supported Self Evaluation Review

11. Disagreement Resolution and Rights of Appeal

We recognise that sometimes disagreements can arise about a pupil’s additional learning needs or additional learning provision. We hope and work hard to ensure that these can be resolved in school by providing opportunities for parents and carers to discuss their concerns with the appropriate members of staff at the earliest stage possible.

If parents and carers are not satisfied with the resolution, they have the right to make a formal complaint to the school and/or contact the local authority to seek further advice.

The ALNET Act says that all local authorities in Wales must make arrangements and provide access to independent dispute resolution services (DRS) to help resolve disagreements. The service does this by helping all involved to discuss the disagreement and work towards a solution. The school would engage fully

with the dispute resolution services and it is hoped that this would solve disagreements efficiently and quickly.

If pupils, and parents and carers are not satisfied with the resolution, they have the right to appeal decisions made by the local authority about the pupil's additional learning needs or additional learning provision, to the Educational Tribunal for Wales. The Education Tribunal for Wales makes decisions on appeals about additional learning needs or special educational needs. For example, if a parent or carer is disputing a decision made about an individual development plan (IDP) or an assessment about additional learning needs. They also consider claims of disability discrimination in schools.

Further information can be found at:

<https://www.gov.wales/additional-learning-needs-aln-parent-and-carers-toolkit>

<https://educationtribunal.gov.wales/>

<https://www.gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

<https://www.legislation.gov.uk/anaw/2018/2/contents/enacted>