
THE CURRICULUM / Y CWRICWLWM

Learning Support / Cefnogaeth Dysgu

The school has a policy for Additional Learning Needs (ALN) which is in line with the Education Act 1981, the Education Reform Act 1988 and the Code of Practice 2001 on the identification and assessment of ALN.

Children have Additional Learning Needs when they find it harder to learn than other children of a similar age or if they learn in a different way. They may have difficulties which fall into one or more of the following categories:

- communication and interaction (speech, language and communication difficulties)
- cognition and learning (learning difficulties which range from moderate to profound)
- behavioural, emotional and social (this includes a range of different behaviour including e.g. hyperactivity, lacking in concentration and social skills)
- sensory, physical or medical (includes difficulties related to impaired vision or hearing and other physical difficulties)

In an effort to identify children as early as possible the school follows the code of practice. All teachers are teachers of pupils with Additional Learning Needs and are responsible for meeting the needs of these pupils in the classroom setting. Teachers are expected to use relevant strategies, resources and differentiation at this stage. For pupils who have on-going needs and require more intensive input, the school has adopted a graduated response which allows it to provide support based on individual need (School Action).

Examples of our more specific types of approach are:

- teaching children in small groups withdrawn from the main curriculum;

- access to specialist learning software
- specifically designed programmes to meet a range of needs (literacy, communication and behaviour)
- additional adult support in the classroom.

Arrangements for identifying, supporting and monitoring pupils' additional learning needs were classed as highly effective in the Estyn Report of 2016. Very occasionally a child will have a significantly greater difficulty in learning than the majority of his or her peers. In these cases, it may be necessary to make referrals to other agencies including the Educational Psychology Service. Specialist staff from the LA may provide input on a regular on-going basis (School Action Plus).

If it is considered appropriate, at the next stage, the school will ask the LA to make a full assessment of the child's needs. The LA will then consider issuing a statement which will set out the support the child should receive.

The Additional Learning Needs Coordinator (ALNCO), Mrs. R. Macaulay-Lane along with Mrs N Thomas (Deputy ALNCO) liaises with staff, co-ordinates ALN resources, assessments and interventions and maintains a register of all children with ALN in the school. Mrs Macaulay-Lane liaises with the Educational Psychology Service and other outside agencies and has management responsibility for issues regarding ALN within the school. Mrs. R. Macaulay-Lane is also Head of Access and Inclusion. She manages the Learning Support staff team and co-ordinates the day-to-day running of the Learning Support Interventions. The ALNCO has responsibility for Individual Education Plans for pupils with Additional Learning Needs and supporting subject teachers. We also have a team of Special Needs Support Assistants (SNSAs) who work with pupils who need extra support in class. The named Governor for ALN is Mrs. A. Lagier.

