

**Principles and Expectations of School's and PRUs ALN Education Provision for  
Pupils with ALN and Disabilities**  
**Nov 2020**

**Aims and Purpose of this Document**

This document summarises the Local Authority's expectations of the support arrangements in mainstream educational settings for children and young people with additional learning needs (ALN)

The information contained in this document, produced in consultation with primary and secondary settings, sets out how schools and PRUs are expected to use delegated budgets to ensure that the needs of pupils with ALN are met.

Consultation with the LA Parent Forum has also taken place.

The purpose of this document is to create a shared understanding between schools, PRUs families and the local authority in respect of:

- improving progress and securing better outcomes for learners with ALN
- clarifying what parents can expect schools to provide
- a reference point for ensuring that requests for an LA to provide additional learning provision (ALP) are appropriate
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Therefore, the LA can base its decision making on the evidence that schools and PRUs have made good efforts to apply the principles and person-centred processes above before reaching the decision to refer to the LA.

**Key Aims and Principles of the Code**

**Aim**

***To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning***

**Principles**

- a) **A rights-based approach** where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support.
- b) **Early identification, intervention and effective transition planning**
- c) **Collaboration** where all involved work together in the best interests of the child or young person
- d) **Inclusive education** supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- e) **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh.

The LA has a duty to review the arrangements made by the authority and the governing bodies of maintained schools in its area for children and young people with additional learning needs, having regard to the additional learning provision that may reasonably be arranged by others. (Chapter 5 of the Code)

## **Principles for all professionals working with children and young people who have ALN**

Alongside the expectations of all teachers identified within the Welsh Government professional standards for teachers, the following principles will be observed by all professionals working with children and young people who have ALN as stated in the Code.

“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 Mandatory Code (draft 2018)

### **The head teacher and school leaders**

#### **It is the role of the head teacher to:**

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the ALN Transformation policy and to implement the agreed vision and policy.
- Oversee all aspects of operational leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties. The Code recommends that ALNCoS are most effective when they are a member of the senior leadership team or have a direct line of communication to the senior leadership team.

#### **The role of the ALNCo:**

- Ensuring all practitioners understand their responsibilities to children with ALN and understand the school's approach to identifying and meeting the needs of all pupils
- Ensuring there is an overview of all children who have ALN including their relevant stage of support
- Ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
- Liaising and make referrals to specialist professionals

#### **The ALNCo should:**

- Play an important role in the strategic development of ALN policy and provision in the school advising the leadership team of what is necessary regarding staff and resources.
- Have day-to-day responsibility for the operation of the ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have IDPs
- Be allocated enough time and resources to carry out these functions
- Have access to appropriate levels of administrative support and time away from teaching to enable the fulfilment of responsibilities
- Support staff with guidance and direct assistance in the identification and assessment of pupils with ALN
- Provide advice and guidance on suitable interventions and strategies
- Be involved in transition planning between schools and college
- Consider the views of children, young people and their families; ensuring that they are involved in discussions and decisions about their individual support
- Enable children, young people and their parents to participate in decision-making
- Collaborate with partners in education, health and social care to provide support
- Making high quality provision to meet the needs of children and young people

- Focus on inclusive practices and removing barriers to learning
- Provide ALN support that should be evidence based, informed by effective practice and personalised to the students.
- Endeavour to deliver ALP in Welsh if requested to do so.

**In all schools teachers are:**

- Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved
- Appropriately qualified and experienced
- Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with ALN
- Able to access support and guidance from the ALNCo in school
- Supported to access advice and training where needed
- Responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- Equipped with the skills to implement the assess, plan, do and review cycle effectively.
- Are aware of the needs of the pupil or student as necessary
- Have access and are familiar with planning documents, IDPs and pupil profiles.
- Clear about what is expected of them in relation to named pupils/students and groups of pupils/students
- Plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.
- Demonstrate person-centred practice-person-centred practice puts the child, child's parent or young person at the centre of decisions.

**Responsibilities of the governing body/management board:**

- 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
- 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.
- There should be in place a Governor with specific oversight for the school's arrangements for ALN.
- 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. (see Appendix 2)
- 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 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 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.

- Ensure that a member of staff is designated as the ALNCo and that the ALNCo's 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.

### **Teaching assistants:**

Accordingly to recent research there is most impact on teaching and learning when teaching assistants clearly understood their role and knew exactly what they needed to do in order to help pupils make progress. Key to this is effective communication between teachers and TAs.

Adults support learning in the classroom by:

- Reducing children's anxieties, helping them to feel safe and secure in their classroom/school
- Being familiar with how the learner gains knowledge and by understanding the learners individualised targets
- Engaging and motivating learners to learn
- Assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- Facilitating engagement and learning of learner in whole or small group learning activities
- Teaching daily programme of skills / concepts in fixed timetable periods, and monitored by teacher
- Classroom presence to refocus, encourage, explain, facilitate responses
- Supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student
- Making sure transactional supports are consistently available e.g. Schedules, and within task check lists) this will help to increase independence and avoid over-reliance on adult support
- Monitoring the impact of any support provided.

Staff should be trained in the needs of the learner and understand how to:

- Communicate instructions
- Communicate new knowledge and concepts
- Provide opportunities for skills reinforcement and practice
- Recognise when a child is using behaviour to communicate
- Deliver specific programmes / interventions.

### **Parents and carers:**

The ALN Code recognises that effective engagement with parents and carers has a clear impact on children reaching their potential.

Embedding parental involvement is based on extensive but often ignored evidence that greater parental involvement has a dramatic impact on progression, attainment and wider outcomes as well as improved attendance and behaviour. This is especially relevant for children and young people with ALN who are already vulnerable learners.

The ALNCo and key pastoral staff should act as a communications bridge between their school, colleagues and parents and carers. Providing accurate and updated information from parents is an absolute pre-requisite. This is most effective in the context of a mutually trusting relationship between school and home.

To create the best partnerships there needs to be:

- A commitment to joint working and building the relationship between school staff and parents
- Opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email

### **Provision Mapping**

Support for children and young people with ALN begins with a range of provision that is available to all children and young people and becomes increasingly specific and personalised as the needs of the child/young person are identified as being long term, complex and exceptional. All schools, early years' settings and colleges are expected to admit and provide appropriate support to children and young people with ALN.

Each school/LA provision map is divided into 3 levels of provision:

- **Universal**
- **Targeted**
- **Specific**

It is expected that in almost all cases, earlier levels of provision will have been effectively implemented and evaluated before higher levels of the graduated approach are considered.

### **Expectations of School's and PRUs ALN Education Provision for Pupils with ALN and Disabilities**

#### **1. Identifying the particular ALN of children and young people**

Schools will:

- Monitor the progress of all pupils through whole school data scrutiny processes
- Regularly review the ALN register and other processes used for identifying and supporting ALN pupils.
- Have clear processes for staff and parents/carers to raise concerns
- Provide teachers and TAs with comprehensive guidance around the identification processes
- Pay regard to advice and information from parents/carers, professionals and previous settings at transition points; liaising as necessary to continue the use of successful strategies and person-centred approaches
- Be able to distinguish between pupils who may need some targeted support through high quality teaching and pupils with an identified ALN that requires ALP
- Identify barriers to learning and know how to, or seek advice, so that the nature of each pupil's ALN can be identified and work to remove that barrier. Sometimes a pupil can have needs in more than one area which requires an individualised approach
- Have access to a range of appropriate screening and assessments in order to identify needs
- Maintain robust records so that evidence describing a pupil's needs can be gathered through the assess, plan, do, review cycle
- Consult with parents / carers when they are making additional learning needs provision for their child and have processes in place for them to provide feedback about provision
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs

#### **2. Consulting with parents**

Parents know their child best and it is important that all professionals listen and understand when parents express concerns about them. They should also listen to and

address any concerns raised by children and young people themselves.

Schools will:

- Have in place a transparent complaints procedure
- Have in place a robust annual review process that is underpinned by person centred planning through which aspirational outcomes are identified and appropriate provision is secured.
- Sign-post parents to services that provide independent advice and support for ALN and disability, for example SNAP CYMRU; NYAS
- Provide or sign-post pupils and their parents/carers to sources of advice and information about matters relating to ALN and disability, for example, the LA web-site
- Be aware that a families and schools have the right to request an IDP. Families should feel able to tell their school if they believe their son/daughter has or may have ALN
- Inform parents when they are making additional learning needs provision for their child and have processes in place for engagement with pupils and their families to provide feedback on provision so that future provision is founded on the insights of families and pupils themselves
- Ensure parents/carers are fully aware of planned support and interventions and, where appropriate, plan to seek the involvement of parents/carers to reinforce and contribute to progress at home
- Ensure a clear date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected targets or outcomes
- Ensure that pupils with ALN are included in 'whole school' mechanisms to capture pupil voice
- Develop parent consultation with the purposes of enabling families to play a role in developing and reviewing ALN provision. For example, feedback on annual review processes, transitions.
- Develop parent consultation with the purpose of providing families with information relating to ALN and disability

### **3. Securing the services, provision and equipment required by children and young people with ALN or disabilities**

Schools will:

- Use their best endeavours to make sure that a pupil with an identified ALN receives the support they need from within the school's own delegated resources
- Understand how their duty to make reasonable adjustments under the Equality Act 2010 translates into day-to-day practice
- Keep key indicators under review for ALN pupils, such as attendance, exclusion and progress so that the support of relevant services can be secured when necessary
- Know routes for referral for relevant education, health and care specialists in order to secure equipment and services for specific pupils in a timely manner
- Have knowledge of the expertise and training provided by support services and agencies so that it can be accessed on an individual pupil or whole school basis
- Seek further advice from advisory services and outside agencies in order to remove barriers to learning
- Understand the processes for accessing additional learning provision from the LA
- Use IHPs, where appropriate, for those pupils with medical needs

#### **4. Supporting disabled children and young people and those with ALN in moving between phases of education and preparing for adulthood and independent living**

Schools will:

- Implement a coherent transition programme that prioritises links with common feeder schools and takes a flexible approach to group and individual student needs so that planning can begin at the earliest stage
- Review their transition processes to take account of feedback from pupils, parent/carers and professionals
- Use an enhanced transition process to support pupils with ALN if required
- Pay regard to the LA Post 16 transition protocol so that local processes can be applied and evaluated consistently.
- Develop and implement an appropriate person-centred planning approach to all transitions between schools, key stages or phases so that the pupil and family are at the heart of the planning process
- Share advice and information from parents/carers, previous settings and supporting professionals, liaising as necessary to continue the use of successful strategies and approaches
- Provide or sign-post pupils and their parents/carers to impartial sources of advice and information, for example, SNAP Cymru; NYAS

#### **5. Approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with ALN or disabilities and additional learning support for those with ALN**

Every school is required to meet the ALN of the children or young people that they support. Every teacher is accountable for the progress of the pupils within their class  
Schools will:

- Ensure all pupils access good quality teaching which takes account of pupils' differing needs
- Ensure that a personalised approach is implemented for pupils with ALN if required
- Make appropriate use of their delegated budgets so that pupils with additional needs are supported as part of a whole school approach to securing and deploying resources
- Carry out regular monitoring of progress so that adaptations to the learning environment and/or teaching can be made
- Provide teachers and TAs with appropriate training and resources so that learning can be differentiated to match the pupil's level of learning
- Implement a consistent graduated approach to meeting pupil need. For example, by reviewing class teaching and access strategies before moving on to develop a more individualised approach
- Provide ALNCoS with sufficient time to use their knowledge and understanding of areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the comprehensive range of examples of best practice within Local Authority, Consortia and national guidance documents
- Seek further advice from advisory services and outside agencies about removing barriers to learning so that individualised support programmes for more complex pupils can be put in place.

## **6. Securing expertise among teachers, teaching assistants, to support children and young people with ALN or disabilities – this should include continuing professional development for all staff**

Schools will:

- Audit and review staff training needs on an annual basis so that relevant training can be planned into the school's CPD schedule
- Have clear systems in place for evaluating ALN provision and reviewing staff expertise through the schools review/quality assurance procedures. For example, through performance management processes; classroom observations, learning walks, book looks.
- Provide staff with information that describes effective strategies to use within their class and ensure staff are able to share best practice
- Embed the principle that 'All teachers are teachers of children with ALN'
- Provide sufficient time for the ALNCo to provide professional guidance to colleagues and contribute to wider professional development themes
- Ensure all staff (both teaching and non-teaching) have had training to develop knowledge of the areas of need and the nature of the difficulties linked to each area.
- Ensure that all staff are aware of relevant local and national guidance for example, the transition protocol, The Equality Act Advice for schools etc.
- Identify and develop specific teacher and TA knowledge through 'surgery' time or the opportunity to liaise with external professionals
- Access external training opportunities so that groups of staff can develop specific knowledge in order to meet the predominant need in a given cohort
- Identify on-going sources of training and development so that knowledge around specific needs can be embedded through a sustainable approach
- Develop and budget for a sustainable approach to succession planning for the ALNCo
- Ensure their ALNCo, if new to the role in a mainstream school, is given the opportunity to complete the National Middle Leadership Programme and the ALNCo Progression Pathway and is provided with adequate support to do so.

## **7. Enabling available facilities to be accessed by disabled children and young people and those with ALN (this could include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))**

Schools will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality plan and accessibility planning, reasonable adjustments and the public sector equality duty
- Regularly review the impact of provision and resources secured through their delegated budgets to support children and young people with additional needs
- Implement a robust graduated approach which includes a clear rationale for access to specific resources
- Understand the processes for accessing additional learning provision from the LA to meet the needs of the most complex pupils
- Appropriately follow advice provided by supporting professionals, including the appropriate use of resources provided to the school for groups or individual pupils
- Ensure that referrals are made to relevant agencies in order to ensure that progress towards outcomes in IDPs can be secured where additional resources and facilities are required



## **8. Assessing and reviewing pupils' and students' progress towards outcomes, including how schools work with parents and young people in doing so**

Schools will:

- Ensure that they have procedures in place for consulting and working with parents/carers
- Track and monitor pupil progress on a regular basis in line with whole reporting processes
- Set up / review 'additional to' or 'different from' **ALP** in the light of information gathered through the assess, plan, do review process
- Identify key outcomes, which are aspirational, along with steps to be taken that will support achievement of them
- Ensure robust use of school / setting data to identify and monitor progress of pupils with ALN
- Ensure that every teacher is responsible for pupil progress in their own class and feeds into wider school processes that monitor pupil progress
- Ensure that high expectations are in place and progress is considered against all pupils with similar starting points
- Have clear monitoring processes in place, including scrutiny of pupil books and work, ensuring that all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre- and post- assessment data analysis
- Gather pupil feedback as part of the process to review interventions and provision
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils

## **9. Assessing and evaluating the effectiveness of the education provision the school, PRU and local authority makes for children and young people with ALN or disabilities**

Schools will:

- Regularly review and evaluate the impact of ALP on the progress, attainment and well-being of ALN pupils
- Review attendance and exclusion data for ALN pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from ALN self-reflection framework; LA/EAS reviews and Estyn inspections to inform their evaluation of provision
- Engage with Regional and LA development work for example, network opportunities, cluster developments; new initiatives and LA ALNCo forums

## **10. Activities that are available to disabled children and young people and those with ALN, including physical activities and extra-curricular activities**

Schools will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to strategic equality planning including accessibility planning, reasonable adjustments and the public sector equality duty
- Promote the health and wellbeing of each pupil by supporting them to access appropriate extra-curricular activities
- Ensure that children and young people with ALN engage in and are included in the activities of the school alongside pupils who do not have ALN through monitoring ALN pupils engagement with extra-curricular activities

- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Review the schools equality plan on an annual basis and renew the plan every 4 years.
- Raise awareness about opportunities for community involvement for families of pupils with ALN

### **11. LA quality assurance and support**

The Local Authority will, through quality assurance, ensure that the processes described above are in place. This will include:

- Supporting schools by assessing and evaluating the effectiveness of education provision
- Supporting schools through LA and regional development work, including ALNCo forums
- Review school provision maps and ALN self-reflection framework on an annual basis and identify areas of good practice and areas for development.
- Ensuring annual reviews for pupils with IDPs take place and are of high quality
- Delivering the National Middle Leadership qualification in partnership with the EAS
- Supporting ALNCos to access the Welsh Government ALNCo Progression Pathway
- Supporting schools in developing effective ALN provision
- Reviewing and updating the LA arrangements for meeting the needs of ALN pupils, including updating the LA provision map.
- Offering central and school-based training
- Responding to feedback from training and support to further enhance practice.

