



# **Red Rose School Cardiff Limited**

## **Special Educational Needs/Additional Learning Needs Policy**

Policy Details
Author: Red Rose School
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Person responsible for review: Headteacher

## **Context**

This Policy has been produced in line with;  
The Additional Learning Needs Code for Wales 2021  
The Additional Learning Needs and Education Tribunal (Wales) Act 2018  
The Additional Learning Needs (Wales) Regulations 2021  
The Education Tribunal for Wales Regulations 2021  
Guidance Document 272/2021 Keeping Learners Safe (Dec 2021).

From September 2021, over a three year period, a new Additional Learning Needs (ALN) system was implemented to replace the previous Special Educational Needs (SEN) system. As well as the name change, responsibilities towards children and young people with ALN have also changed.

All children with Additional Learning Needs will have an Individual Development Plan which will replace the current SEN Statement, Individual Education Plan or Learning and Skills Plan.

Learners with any level of Additional Learning Need who require Additional Learning Provision' (ALP) to be made for them, will be entitled to an IDP outlining their support needs. This new system will protect the rights of all children, regardless of the extent of their additional learning needs.

Any existing statements will continue to be legal documents until replaced by an IDP or until the local authority informs the parents and child/ young person that it intends to end a statement.

Local authorities, rather than schools, PRUs or FEIs, are responsible for maintaining IDPs for children and young people with ALN who:

- do not attend a maintained school, PRU or FEI
- are registered at more than one setting and one of those is a maintained school or PRU
- have ALN that calls for ALP it would not be reasonable for the governing body to secure

Independent schools are not required by the Act to decide whether a child attending the school has ALN, nor to maintain an IDP for pupils with ALN, nor are they subject to other duties under the Act. They are however subject to the standards regime for independent schools, which include standards about the quality of education and the provision of information by the independent school. A local authority deciding whether a child attending an independent school has ALN or preparing or reviewing an IDP for such a child, should work with the independent school to identify any ALN and ALP. When maintaining an IDP for such a child, in order to secure the ALP specified in it, the authority should work with the school to satisfy itself that it is being delivered.

## **Introduction**

The ALNET Wales Act 2018 says that a person has additional learning needs if they have a learning difficulty or disability which calls for additional learning provision.

<https://www.gov.wales/sites/default/files/publications/2022-06/220622-the-additional-learning-needs-code-for-wales-2021.pdf>

At Red Rose School we create a learning environment that provides for the education and social / emotional needs of children with additional learning needs (ALN). We operate a policy whereby all prospective pupils are assessed, prior to entry. This confirms the child's ability to access the curriculum provided by the school and our ability to support their additional needs.

Each child is carefully assessed by the Headteacher and Proprietor alongside other members of SLT and discussions are held with the parents and other agencies, as appropriate. Individual Development Plans or Statements of SEN (where applicable) are reviewed to gain a full understanding of the history, the difficulties and the needs of the child concerned. The purpose of this procedure is to establish clearly whether Red Rose School is the right environment for the pupil and whether our type of provision is adequate to meet their needs.

Red Rose School operates an equal opportunities policy for its pupils and each child, irrespective of their additional learning needs, is afforded the same rights.

### **Identification of a pupil's ALN and making appropriate provision**

It is expected that most children who come to Red Rose School will already have in place a Statement of SEN, or an IDP. This will provide helpful information on the child's needs.

Prior to and following entry into the School, children are assessed within school on all areas of their development, including but not exhaustively:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

### **Roles and Responsibilities**

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

### **Strategies for Learning Provision**

The strategy for the provision of education will depend upon the needs of the learner. However, we recognise there are different levels of support we are able to offer pupils, at different times and points in their learning journey with us. These include:

### **Universal Provision**

We are able to provide a range of reasonable adjustments that can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders. This will include graduated responses we use alongside reasonable adjustments. Learning styles will be considered when adopting an appropriate method for lesson delivery. All teaching and learning throughout the school is inclusive to meet the needs of nearly all pupils, including high quality adaptive teaching strategies.

### **Graduated responses to meeting pupils' SEN/ALN**

- Classroom organisation and management
- In-class support by teacher / teacher assistant
- Withdrawal for individual / small group work for a specialist programme

- Behaviour support programmes
- Use of specialist equipment / resources
- Alternative teaching strategies including the use of ICT
- Use of outside agencies and / or specialist programmes e.g. Occupational Therapist, Speech and Language Therapist, Psychotherapist, etc.

### **Targeted Intervention**

Red Rose School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally.

A One Page Profile may be developed with all stakeholders which provides key information on the pupil to all working with the individual. This document will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, which school staff will continue to track and monitor progress.

### **Specific Additional Learning Provision**

If the needs of a pupil are severe and complex, a multidisciplinary approach may be 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 is individual to the pupil's needs. Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff. For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until its conversion.

### **Confidentiality and Storage of Information**

Individual Development Plans / Statements of SEN are stored securely on the School System for all staff to access as required (support and teaching staff); staff are prompted to access the relevant information.

### **Person Centred Review**

Individual Development Plans 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 additional learning provision. 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 appropriate class teacher or Headteacher.

For all pupils with identified additional learning needs, One Page Profiles may be created with pupils and families to gauge and record their views on approaches to support making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through a person centred approach.

## **Requests for Assessment of Additional Learning Needs**

On occasion it may be appropriate for the parent or school to request that the child be assessed by the Local Authority (LA) so that the child's need may be identified.

Local Authorities have legal duties to support children and young people with additional learning needs ("ALN"). These duties are described in the ALNET Act 2018, the ALN Code Wales 2021 (the "Code") and ALN Regulations 2021.

### **A Local Authority's duty to decide a child or young person's ALN**

When it "appears" to a Local Authority or is 'brought to their attention' that a child or young person may have ALN the LA has a 'duty to decide' (ALNET (Wales) Act. 2018 (Section 13)

A LA would be required to make a decision about a child or young person's ALN which has been referred

- by a governing body
- or a child, a child's parent or a young person has made a direct request to the local authority
- or a Local Health Board has made a referral
- or directed to do so by the Education Tribunal

The LA MUST record the date the issue is brought to their attention. They LA should record a summary of the issues and notify the child's parent that it is deciding whether the child has ALN. The local authority must reply within a certain period of time (this is usually 12 weeks). If they don't, an application to the Tribunal can be made.

LAs must keep the parent informed, any decision must be given to the parent in a notification letter which MUST give:

- Contact details for the local authority;
- Information about how to access the local authority's arrangements for providing people with information and advice about ALN and the ALN system.
- Provide an indication of the likely timescale for the process.
- When deciding whether a child or young person has ALN the LA will consider whether to request advice from an educational psychologist.

The LA should do this if the advice is necessary to determine:

- the extent or nature of the ALN that the child may have, or
- the ALP called for by the child's ALN.
- the appropriate placement for a child

The advice MUST include:

- any relevant information on the child's learning difficulties or disabilities,
- how the learning difficulties or disabilities impact on the child/young person's learning
- the additional learning provision appropriate for the child and how this will be provided
- whether the child already has any engagement with or support from other agencies

### **Timescales**

Once a decision has been made by the Local Authority, an IDP must be prepared promptly by the LA within 12 weeks.

The proposed timescales for IDPs should help ensure that no child or young person with ALN goes for longer than a whole school term without an IDP being put in place. Whoever is responsible for maintaining the plan, school, FEI or LA must ensure the additional learning provision described in an IDP is put into place.

***Request for Statutory Assessment:*** Code of Practice - Special Educational Needs

*“Schools (including independent schools) and relevant nursery education providers have a statutory right to ask the LEA to conduct a statutory assessment or reassessment of a child’s educational needs”*

Currently, all pupils at Red Rose School have a Statement of Needs or an Individual development Plan from a LA. All pupils are placed by Local Education Authorities.

Appendix 1

**Definition of Additional Learning Needs (ALN) Additional Learning Needs**

1. A person has additional learning needs if he or she has 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 he or she: (1) has a significantly greater difficulty in learning than the majority of others of the same age, or (2) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her 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 he or she is 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 he or she is or 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) Additional Learning Provision**

“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— mainstream maintained schools in Wales, mainstream institutions in the further education sector in Wales, places in Wales at which nursery education is provided. “Additional learning provision” for a child aged under three means educational provision of any kind.