

Additional Learning Needs - Policy



Head Teacher		Mr Tim Redgrave	
Chair of Governors		Mrs Emma Safhill	
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Additional Learning Needs – Policy

Introduction

Ysgol Esgob Morgan is an inclusive school. Inclusion is defined as the process of increasing the participation of learners in their communities. Inclusion is a process not a fixed state. It is about ensuring fair and equal treatment for all.

A pupil who is identified as having Additional Learning Needs is a pupil who:

- has a significantly greater difficulty in learning than the majority of pupils of the same age
- has a disability, which either prevents or hinders the pupil from making use of educational facilities of a kind provided for pupils of the same age.
- is under five and falls within the definition at (a) or (b) above or would do so if additional provision was not made for the pupil.

Section 312, 1996 Education Act

Aims and Objectives

- To promote a safe, secure and welcoming environment which meets the needs of all our pupils
- To give all pupils the opportunity to reach his/her potential.
- To provide the greatest possible access to a broad, balanced and differentiated curriculum that caters for the full continuum and is commensurate with the pupil's needs
- To use a variety of teaching methods and approaches which are relevant to differing needs
- To develop high self-esteem in all pupils through a variety of strategies and lessons
- To create positive working partnerships with parents, Governors and outside agencies
- To identify pupils with ALN as early as possible through regular assessment, and provide appropriate support which is reviewed at least once termly
- To ensure that all pupils have equal opportunities to participate in all aspects of school life regardless of gender, race or ability
- To seek the views of the pupil and their parents
- To ensure that all staff receives training in ALN and takes responsibility for all pupils no matter what their needs
- To promote positive attitudes towards ALN
- To promote the idea that provision of ALN is a whole school issue
- To ensure that all-relevant information regarding pupils with ALN is transferred promptly to any school, which the pupil may attend and from their previous school to us
- To report annually on the effectiveness of the school's ALN Policy through the Governors' Annual Report to parents.

School Responsibilities and Duties

Ysgol Esgob Morgan recognises that ALN provision involves the whole school; this includes the Governing Body, the Head teacher, ALNCo, individual class teachers and support staff. All have vital roles to play, if the school's ALN provision is to be effective. The division of responsibility has a bearing upon the success of the partnership and Ysgol Esgob Morgan uses the following responsibility framework:

Governing Body Responsibilities

The Governing Body of Ysgol Esgob Morgan accepts that it has the following duties relating to School's provision of ALN:

- The Governing Body will do all in its power to ensure that the needs of all ALN pupils are appropriately met
- The Governing Body will ensure that procedures are in place, which secure that the "responsible person" (either the Headteacher or appropriate Governor) informs all personnel responsible for a pupil, who has been notified by the LEA as having Additional Learning Needs
- The Governing Body will ensure that all teachers in the school understand the importance of, and the procedures for identifying and providing arrangements for pupils with ALN. Training will be provided by school where necessary
- The Governing Body will consult with the LEA, where it is necessary, to ensure that the school's ALN practice and provision is in line with County Policy and that of other schools in the area
- The Governing Body will report annually to parents on the School's policy for pupils with ALN and will ensure that the School's practice is documented in the school prospectus
- The Governing Body will seek to ensure that those pupils defined as having ALN join with all other pupils on every occasion, providing their inclusion does not hinder the efficient education of other pupils, or cause an inefficient use of resources
- The Governing Body takes full regard of the 2002 SEN Code Practice for Wales on Identification and Assessment and Provision of Additional Learning Needs and seeks to ensure that School Policy and practice is formulated within the framework of this document

The Governing Body in co-operation with the Headteacher and Staff determines the School's general policy and approach to Additional Learning Needs provision. It also establishes appropriate staffing and funding arrangements and maintains an over sight of the school's work. In achieving this it must seek to ensure that the following conditions exist:

- That budgetary decisions are made which allocate sufficient resources to support those pupils identified as having ALN
- That the school has a clear policy for the provision of education for those pupils identified as having ALN
- Resources are efficiently and effectively used
- Management undertakes it's duties in facilitating the conditions where effective delivery of ALN Policy is attained
- The Headteacher reports regularly to the Governing Body on the provision of ALN with regard to the 2002 ALN Code of Practice for Wales
- That parents are informed annually through the Governors Annual Report, on the School's ALN policy and provision

The Governing Body has an appointed Governor with special responsibility for ALN provision. This Governor is **Mrs Emma Safhill**. She will work with appropriate staff and Governors to formulate, evaluate, monitor and review the policy. It is through this Governor that the full Governing Body will be kept informed of ALN issues within the school.

The Responsibilities of the Headteacher

All day to day management of the school, including the provision for pupils with Additional Learning Needs, is the responsibility of the Headteacher. He will liaise closely with the school's ALNCo and on occasion with other Staff members.

Additional Learning Needs Co-ordinator (ALNCo)

The ALNCo is **Mrs Subacchi-Williams**. The ALNCO is responsible for:

- The strategic development of the ALN policy and provision
- The day to day operation of the School's ALN policy
- Ensuring that the Graduated Response is carried out according to the Code of Practice
- Liaising with and advising fellow teacher's regarding the identification of ALN, the writing of IEPs, provision and organisation of support
- Co-ordinating provision for pupils with ALN
- Arranging and coordinating a weekly drop in for parents/guardians of pupils with ALN
- Attends the termly ALNCo training and meetings organised by the Local Authority
- Ensuring accurate and up to date (termly) provision mapping is in place for each pupil on the ALN Register
- Maintaining a ALN Register
- Overseeing the writing, implementation and evaluation of IEPs and records of all pupils with ALN
- Liaising with parents of pupils with ALN in co-ordination with the class teacher, including the discussion of progress and target setting at termly reviews, school action/school action+/statements
- Contributing to the CPD training of staff through INSET and attending courses
- Liaising with external agencies including E.P.s, Medical and Social Services
- Liaising closely with the Special Needs departments of local Secondary Schools and infant schools as part of the review and evaluation of programmes.
- Has delivered training in the use of Provision Mapping at ALNCo Meetings in July 2016.

Class Teachers

Class teachers need to be aware of the procedures for identifying, assessing and making provision for pupils with ALN. At School Action of the process the pupil's teacher will:

- Identify a pupil's additional need
- Consult with the pupil and the pupil's parents
- Inform the ALNCO who registers the pupil's ALN
- Collect relevant information about the pupil including assessment data consulting with the ALNCO
- Write an IEP for the pupil in consultation with the ALNCO, pupil and parents.
- Work closely with the pupil in the normal classroom context.
- Monitor, assess and review the pupil's progress.

At all other stages the class teacher will continue to have a major function in monitoring and evaluating progress and in creating, maintaining, supporting, and administering a pupil's IEP. Where appropriate the class teacher will maintain working records and keep the ALNCO and, where applicable, support teachers, informed of progress within the classroom context. They will also, along with the ALNCO, consult with outside agencies and parents.

Differentiation forms part of the role of the class teacher. There are four main categories of differentiation used in our mixed ability classes:

- By outcome - giving a common task to elicit different levels of response.
- By rate of progress - allowing a pupil to proceed through a course at his or her own speed.
- By enrichment - giving a pupil supplementary tasks intended to broaden or deepen skills and understanding.
- By setting different tasks - requiring less or greater sophistication of response within a common theme or topic.

Instructions and questions are differentiated. The less able pupil requires greater simplification and more reinforcement of instructions and more closed questioning, whereas the more able pupil requires limited instruction and more open-ended questioning. Often the focus for the more able pupil would be a problem solving activity.

All pupils with ALN are encouraged to take a full and active part in all school activities both academic and social. Support is provided in different ways – 1 to 1, group withdrawal and groups in class.

Support Staff

- At Ysgol Esgob Morgan support staff are valued and contribute to the success of ALN practice.
- Support staff can do much to promote inclusion of pupils in our school.
- Support staff are involved in the target setting and the implementation of the school's ALN policy
- Support staff are made fully aware of the school's procedures for identifying, assessing and making provision for pupils with ALN.
- Support staff are made fully aware of the IEP targets relating to pupils whose programmes they are responsible for reinforcing.
- Support staff are made fully aware of what, how, and when to report information regarding a pupil's programme to the class teacher and ALNCO.
- Support staff are asked to attend where appropriate INSET, and courses organised by the LEA to access knowledge and understanding of strategies and resources.

Admission Arrangements

Admission arrangements are determined by the LEA. See Admissions Policy.

The school should admit pupils with already identified ALN as well as identifying & providing for pupils not previously identified as having ALN. It is not acceptable to refuse to admit a pupil with ALN. Support and advice must be sought from the LEA. Pupils who have ALN but no statement should be considered as part of the school's normal admissions procedures and criteria.

A parents wish to have their pupil with a statement educated in the mainstream should only be refused in the small minority of cases where the pupil's inclusion would be incompatible with the efficient education of others (in compliance with the Education Act 1996).

Identification, assessment and provision of Additional Learning Needs (ALN)

** Appendix 4 outlines a flow diagram approach to identification and monitoring of pupils who have ALN.*

Resources

Within the school's budget there is an allocation of funding which reflects the additional needs of pupils with ALN. This will naturally vary from year to year, depending on the number of pupils who are identified as having ALN. These are used to provide:

- a) Human Resources
- b) Material Resources - These are updated when funds are available.

ALN Funding

A meeting takes place annually with the Headteacher, ALNCo and Inclusion Officer to look closely at the funding delegated to the school from the Local Authority. This is based on the level of need that each pupil has.

The ALNCo presents evidence (provision maps) and a discussion takes place to deem each pupil on the ALN Register. Low need pupils can be met from the school's own resources, where 'high need' and/or 'exceptional need' pupils are supported by a sum of money from the Local Authority. Pupils who are on a managed transfer from Ysgol Plas Cefndy receive the exceptional need sum for the duration of their placement in school.

The amount for high need and exceptional need can alter annually. The school has 75% of ALN funding delegated. 25% is retained by the Local Authority to maintain and operate the Behaviour Support Service.

The ALNCo has a number of ALN information packs available to staff, Governors and parents. These are available from the ALNCo.

Identification and Assessment Arrangements and Review Procedures

The importance of early identification, assessment and provision for any pupil who may have ALN is one of high priority at Ysgol Esgob Morgan. The ALN Code of Practice for Wales Graduated Response has been adopted. The Graduate Response ensures that provision for a pupil with ALN should match the nature of the needs.

To help identify pupils who may have ALN we use the following assessments:

*** See Appendix 1 for further information**

- observations by the class teacher
- NFER results
- A range of ALN screening tools e.g: Literacy Screening Kit, Neales Analysis, BPVS, Ravens etc...

The Class teacher identifies a pupil's Additional Learning Needs and consults with the ALNCO for initial action. The parent is informed. The school uses its own template for developing IEP/IBPs and takes targets from their tracking systems (INCERTS), the Literacy and Numeracy Framework and other tools such as the Literacy Screening Kit.

Following initial identification and after two IEPs if progress has not been made, the ALNCo will take the pupil to the 'Planning Meeting' attended by ALN staff, the school EP and also a representative from the Behaviour Support Service. CAMHS and SALT can also be invited by the school ALNCo. Following this meeting the pupil could move to School Action Plus level and receive outside agency support such as:

- Advice from the ALN Advisory Teachers.
- An Educational Psychology Service assessment.
- Referral to CAMHS.
- Referral to SALT.
- Access to a Behaviour Support Service assessment/outreach.

Inclusion Monitoring and Planning Meetings take place annually.

Early Years/ School Action	The ALNCO takes responsibility for gathering information and for coordinating provision, working with the pupil's parents, teacher and the support teacher.
Early Years/ School Action +	Teachers and the ALNCO are supported by specialists from outside the school. The LA considers the need for a statutory assessment and if appropriate, makes a multi-disciplinary assessment.
Statement	The LA considers the need for a statement of ALN and, if appropriate, makes a statement and arranges, monitors and reviews provision.

New Additional Learning Needs Legislation

The Welsh Government is transforming provision for pupils across Wales and the new Code of Practice will encompass all children from 0 – 25. As part of this work, pupils with ALN will access an Individual Development Plan (IDP) and will be central to planning and evaluating their provision.

One Page Profiles and Person Centred Reviews are already used by the school and will be developed and refined further as the reforms come towards becoming Statutory. In the meantime, the school will work to the current statutory requirements of the SEN Code of Practice.

The school is actively preparing for the introduction of new legislation for pupils who have ALN. The ALNCo has attended training in Person Centred Planning and has rolled out the use of 'one page profiles' to help engage pupils in playing a central role in their own planning.

Further work will take place over the next academic year supported by the Educational Psychology Service and also the Inclusion officers.

Summary of Personnel Involvement in Target Setting/Review Meetings

SCHOOL ACTION	SCHOOL ACTION +	STATEMENT
Class Teacher ALNCo Pupil Parent	Class Teacher ALNCo Pupil Parent Outside Agency	Class Teacher ALNCo Pupil Parent Outside Agency (Annual review more formal - Headteacher, E.P. and all other agencies involved, including Doctor invited and written advice sought).

During the week before parent/guardian meetings in October and March all IEPs are reviewed at Ysgol Esgob Morgan. All personnel involved with each pupil are invited to respond to the level of achievement of current targets and contribute opinions relating to new targets. Any parents who are not at this meeting have copies of a detailed review form documenting progress to date and new IEP targets for the coming term. Attempts are made to follow up these parents at the two Parents Consultation Evenings in order to obtain their response. It is necessary with some pupils to review their IEPs more frequently than termly.

The first annual review meetings for a statement takes place a year to the date following the receipt of the statement, and annually thereafter until the Statement is ceased or the pupil transfers to a new school. For Year Five pupils with statements, discussion regarding their placement for Secondary School is set on a formal footing in their annual review. For pupils in Year Six, annual reviews take place in the Autumn Term, where final recommendations for Secondary School transition are made. Advice is sought from all those participating in the Annual Review from which decisions can be made.

Pupil participation in the ALN Graduated Response is encouraged. Pupils are asked to participate in this review process where achievements regarding a terms targets are discussed with the pupil and their opinions are sought about these and new targets written. Their opinions are articulated on the termly review form.

Pupils, participating in the process of formal assessment have an external support person from the LEA who explains the process of statutory assessment and statementing to them and seeks their views.

Pupils with statements are encouraged to participate in their annual review meetings. Their views are sought and expressed on their behalf at the formal meeting. In line with ALN legislative reforms, we are adopting a truly 'Person Centred' approach to both Annual Reviews and School Action Plus Reviews.

More Able and Talented Pupils

The named person as a contact point for overall issues concerning the more able pupil is **Mrs Subacchi-Williams**.

Being More Able and talented is an additional learning need. By More Able in this context we understand ability/and or attainment that is beyond that of average pupils. The more able pupil will usually display high standards of achievement in a particular area of the curriculum, in most areas of work, or in general skill performance. This will be identified in the core subjects through analysis of results in NFER Reading, Literacy, Numeracy, Vernon spelling and/or teacher assessment.

All staff are made aware of the need to be made aware of issues concerning the identification of, and the needs of the more able pupil. There needs to be liaison with parents and a register of the more able pupil is required. Resources of the wider community need to be positively exploited, such as volunteer adults and local secondary schools. Subject Leaders are available for advice where necessary.

As much enrichment is provided as possible in the classroom and the more able and talented pupil is enabled to learn at the appropriate depth and level. More able pupils and talented accept considerable responsibility for the development and direction of their work (see MAT Policy).

Inclusion

At Ysgol Esgob Morgan all pupils with ALN are included into mainstream classes. A room is provided for the withdrawal of pupils on a temporary basis when they may work with other pupils in a small group with the ALNCo or a Learning Support Assistant.

All pupils have access to all aspects of school life and there is no discrimination against any pupil with ALN. Every pupil is integrated socially at playtimes and meal times, whether s/he has school dinners or a packed lunch. We also offer the opportunity for our pupils to engage in field trips and many visits to support learning. Pupils are encouraged to participate in a range of activities as part of the P.E. curriculum including swimming, rugby, netball, rounders, cricket and athletics. No pupil is exempted from these opportunities merely because s/he has ALN.

Pupils who have access difficulties or require assistance with regards to mobility are fully included in the school and have full access to all areas of the school. We are a fully inclusive school and promote inclusion in all aspects of school life, including displays.

Evaluation

As a self-evaluating School Ysgol Esgob Morgan provides a broad, balanced and relevant curriculum for all its pupils. We undertake our own review of procedures (using provision mapping and IEPs) to identify the effectiveness of ALN provision in our school. Assessment is, naturally, an on-going process when strategies are reviewed to see:

- if they have been successful.
- if the pupils are making progress.

In addition, the Governors Annual Report to Parents will report on the effectiveness of ALN at Ysgol Esgob Morgan and its policy. This report must include information on:

- the success of the ALN policy
- significant changes in this policy
- any consultation with the LEA or other schools
- how resources have been allocated to/and amongst pupils with Additional Learning Needs

In commenting on the success of policy, the report should demonstrate the effectiveness of the school's systems for:

- identification
- monitoring, effectiveness of record keeping and assessment
- provision
- use of outside agencies/support services
- pupil achievements
- communication with and participation of parents

We evaluate through:

- reviews of IEPs
- Tracking sheets
- School Profile
- Views of pupils/parents/staff
- Provision mapping

Complaints Procedure

This document is available for inspection by parents. The Governing Body, Head teacher, ALNCO, teachers and support staff, has an important role in developing relationships with parents. The school values the contribution of parents and encourages their participation. Every effort should be made to identify how parents prefer to work with schools, with the recognition that some families will require both practical help and emotional support in order to play a key role in the education of their pupils. The school will seek to develop partnerships with local parent support groups or voluntary organisations. The following outlines the procedure for making a complaint regarding the policy or its implementation:

- Parents make complaint to – Class teacher/Head teacher/ALNCO.
- Parent will be told they will receive a response in one week to enable staff concerned to investigate the complaint.
- Complaint registered - date/nature of complaint and to who the complaint was made - date given for response.
- Interviews arranged for one week later with parents, stating with whom and where to be held.
- Brief account written down of what has been decided (signed/dated by both parties)
- A copy of decision to be placed with pupil's documentation.

If following such an internal process, parents feel that a complaint has not been resolved, they should follow the Authority's complaints procedure.

Provision in the outdoors

The school makes extensive use of the outdoor provision, including gardening and chicken care to promote inclusion in the school. Pupils with ALN have demonstrated improved self-esteem, well-being and self-confidence as a result of engaging with the school garden area. The ALNCO is responsible for planning access to the gardens and monitors the impact that this work has upon the pupils well-being and in turn engagement in school.

Information about Staffing and Partnership with Bodies beyond the School

In-Service Training

Our arrangements for ALN INSET are closely linked to our School Development Plan. As every teacher has responsibility for pupils with ALN in their classes, ALN INSET is available to all. This is of vital importance if staff is to work effectively with pupils who have ALN.

The ALNCO attend the termly meetings offered by the LEA.

The ALNCO has attended an Autism in practice course as well as several courses relating to Dyslexia and Dyscalculia.

In-Service Training is evaluated on the LEA proforma, staff also complete a Learning Journal. Where appropriate courses are feedback to staff through School Improvement Meetings and INSET.

The ALNCO is also responsible for delivering school-based training in Additional Learning Needs for colleagues.

The school is an 'Autism Friendly School'. All staff have completed training in Autism and how to best include pupils who have Autism. The school staff have completed an evaluation around provision for pupils with Autism and how best to support these.

External Support Services

Ysgol Esgob Morgan works with the LEA in terms of statutory support and processes.

Our Educational Psychologist **Ms Audrey Ostanek**, is also available, on an informal basis to give early advice or to discuss a particular situation.

If it is decided that input from external agency is desirable, the ALNCO after discussion with relevant staff, will complete a referral form to be sent to the LEA which will be accompanied by a general statement about the pupil, written by the Class teacher and/or ALNCO if necessary, and copies of IEPs. These are then addressed to the ALN and Inclusion Team and discussed at planning meetings.

The ALN and Inclusion Officer (Learning) , **Mrs Jil Timothy**, is also the Local Authority named Statementing Officer who has overall responsibility for the direction of ALN within Denbighshire. She handles statutory transfers and collates centrally held information around PLASC.

The ALN and Inclusion Officer (Behaviour), **Nicola Roberts** is the Local Authority Manager of the Behaviour Support Service and oversees the provision mapping and PLASC process. She also sits on the Local Authority Moderation panel.

Partnership with Parents

Our school is always open and responsive to concerns expressed by parents regarding all pupils, not merely those who have ALN. Parents are involved in the development of IEPs and their review. At Ysgol Esgob Morgan we actively encourage parents to help in the classroom, support with resource making etc. When areas of concern arise, parents are asked to support the school in continuing various strategies e.g. shared reading with their pupil, daily written comments between teacher and parent when dealing with a behavioural problem. There are three Parent Consultation Evenings each year for parents to discuss pupil progress with staff.

Links With Other Schools and Transition Arrangements

We have strong links with both local Infant Schools and High Schools. The ALNCO meets formally with the ALNCOs from the secondary schools in the Summer Term to discuss the needs of ALN pupils transferring into Year Seven. It is at this point that the IEPs and other relevant documentation is handed over to ensure that the pupil's transition is smooth. The final review and evaluation of those pupils transferring to secondary school is undertaken at the end of May to enable time for liaison with the secondary school ALNCO. All pupils, including those with ALN, visit their secondary schools in the Summer Term. Pupils in receipt of statements have their needs regarding Year Seven placement addressed in the annual review of their statement in Year Five.

The ALNCO also holds regular meetings throughout the year with the ALNCO at the Infant School to ensure smooth transition from year two to three and to ensure that all plans are put into place prior to pupils joining Ysgol Esgob Morgan.

**** Appendix 3 outlines the transition process including additional information shared regarding pupils with ALN.***

Links With Health and Social Services, Educational Welfare Services and Voluntary Organisations

The Children's Act 1989 and the Education Act 1993 place duties upon the departments of Health, Social Services and Education to work in partnership to ensure effective action on behalf of the pupils with ALN.

Pupils with hearing difficulties are screened for hearing and any pupils with difficulties are carefully monitored. Pupils who wear hearing aids will automatically be referred to School Action of the Graduated Response System.

There are a limited number of Speech therapists available in the County and these personnel are linked to the Betsi Cadwalader NHS Trust where pupils may be referred for an appointment through the ALNCo. Our school SALT is **Natalie Evans**.

Pupils may also be referred by their General Practitioner to the Pupil and Family Clinic and we are responsive to any requests from this agency.

Health Care Plans

Pupils who have long term medical needs which may affect the ability to attend school regularly or take part in school activities may need a Health Care Plan which would be written in accordance with the Denbighshire LEA guidance. The purpose of the Health Care Plan is to ensure that school staff have sufficient information to understand and support pupils with medical needs and to identify the level of support that a pupil with medical needs may require. Our school Nurse is based in Denbigh Infirmary. The following people are involved in the process of drawing up a Health Care Plan:

- ALNCO/Headteacher
- Parents
- Class Teacher
- Teaching Assistant
- School Doctor

Health Care Plans are reviewed on an annual basis.

Key Contacts

Chair of Governors: **Mrs Emma Safhill**

Headteacher: **Mr Tim Redgrave**.

Governor with responsibility for ALN: **Mrs Emma Safhill**.

Additional Learning Needs Coordinator: **Mrs Subacchi-Williams**.

Review

This policy will be reviewed in every two years or sooner if required due to changes in procedure of practice from the County or Government.

APPENDIX 1 - ALN ASSESSMENTS

Literacy

NFER Literacy Test - Standardised diagnostic

Free writing - diagnostic test

Reading

NFER Reading Test – Standardised diagnostic

Salford ALNtence test - reading age test

Suffolk reading test - reading age test

Initial sounds, vowel, consonant blend checklist – Letters and Sounds Assessments

Miscue analysis - diagnostic test

Spelling

Young's Parallel Spelling

HFW spelling tests

Vernon - spelling age test

Blackwell - spelling age test

Northants Assessment pack - diagnostic

Unaided work - diagnostic

Maths

NFER Numeracy test – Standardised diagnostic

One to One

Staffordshire

Behaviour

Behaviour analysis check list

ELSA

Co-ordination

Hand eye co-ordination

Auditory discrimination

Visual discrimination

Manual dexterity - to identify dominant side of brain and hand

APPENDIX 2 - The Graduated Response – The ALN Code of Practice for Wales 2002

At **School Action** the ALNCO will

- ensure that the pupil is included in the School's ALN register
- help the pupil's teacher gather information and assess the pupil's needs
- advise and support, as necessary those who will teach the pupil

The ALNCO in close liaison with the class teacher will review all information available, including that obtained from other agencies, who may be closely involved with the pupil. Eg:

- medical advice from GP (with parental conALNt) if appropriate
- information from school services and/or EWO
- any arrangements under the Education Supervision Order
- any concerns about the pupil's welfare
- whether the local authority has the pupil under the Pupil Protection Register or has responsibilities for the pupil under the Pupils's Act.

The ALNCO in consultation with all those involved with the pupil will seek further advice, where appropriate, and/or co-ordinate the drawing up of IEPs. During this process the ALNCO should record:

- what advice is being sought
- arrangements for the pupil pending receipt of advice
- review arrangements

At **School Action +** the School calls upon external specialist support. A referral form should be completed, parental conALNt should be sought and the documentation returned to the ALN Department at the County Hall. The pupil can not officially be entered upon the ALN register as School Action + until recommendations have been made by the outside agencies, through the official report, following their assessment of the pupil.

If statutory assessment is being considered, the ALNCO must ensure that the criteria for deciding to make a statutory assessment have been met. The necessary referral form is completed, parental conALNt is sought and the documentation is returned to the ALN Department at the County Hall.

Statements - in the event of a statement being issued, first year objectives need to be set. Yearly review structure involving all interested parties must be adhered to.

Appendix 3 – Ysgol Esgob Morgan – ALN & Inclusion Transfer

Infant to Junior / Junior to Secondary (Delete as applicable)

Pupil Names	ALN Register Status	Documents Passed to new school

Signed ALNCo Infant/Secondary School: _____

Signed ALNCo Junior: _____

Appendix 4 – ALN Process Flowchart.

The Graduated Response – Additional Learning Needs

