



SCHOOL POLICY DOCUMENT

Additional Learning Needs



ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

APPROVED BY GOVERNORS	February 2018
REVISION DUE	February 2020
MEMBER OF STAFF RESPONSIBLE	Cath Hiles/ Rachel Woodward
STATUTORY / NON-STATUTORY	Statutory

School Vision and Aims

Mission Statement

‘In school, every day we **learn, love** and **pray** following in the footsteps of Jesus’.

Our school mission statement is a summary of the values underpinning everything we are aiming to achieve at St. Alban’s Catholic Primary School. We try to make our mission statement a reality by striving to become:

‘A Christian community that recognises the dignity and value of the individual, and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral and cultural awareness.’

Our Special Educational Needs Policy, like all other school policies, will stem from the Mission Statement.

Underlying Principles

St. Alban’s Catholic Primary School provides a broad and balanced curriculum for all children. We recognise that a number of our children have particular learning, behaviour and assessment requirements that could create barriers to learning. Consequently teachers plan to meet the specific needs of individuals and groups of children, by **differentiated** learning challenges which relate to their diverse learning needs.

Targeted provision is made, where possible, to support individuals or groups of children on a regular basis to meet their potential as learners and provide them with the type and consistency of support they need to help them participate in whole school curriculum and assessment activities. This support is provided in addition to regular class teacher led activities and to any extra support funding by the Local Authority (LA) for children with statements.

Special educational provision means:

- for pupils of two or over, educational provision which is **additional to, or otherwise different from**, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- for children under two, educational provision of any kind

Currently, local authorities and all those who work with children and young people with ALN, must ensure that they continue to comply with the duties placed upon them by the Education Act 1996 and must also continue to pay due regard to the ALN Code of Practice for Wales. However, the Additional Learning Needs and Education Tribunal (Wales) Act has now been introduced by the Welsh Government and is currently coming to the end of a period of consultation, with planned implementation commencing in September 2020. This Act will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring and adapting interventions to ensure they deliver desired outcomes.

The Act will be supported by:

- Regulations - secondary legislation where further detail is required

- The Additional Learning Needs (ALN) Code - statutory guidance and mandatory requirements to help people and organisations work within the law

Special Educational Needs

The Special Educational Needs Code of Practice for Wales (2002) states:

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them making use of educational facilities of a kind generally available for children of the same age in schools within the area of the LA.

Children with special educational needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have special needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment.

The revised Code of Practice (2002) has identified **School Action** (Early Years Action) as the school based stage and **School Action Plus** (Early Years Action Plus) and **Statement** as multi professional assessment stages, which require the support and expertise of outside agencies

Targeted provision is made, to support individuals or groups of children on a regular basis, in order to meet their potential as learners and provide them with the type and consistency of support they need to help them participate in whole school curriculum and assessment activities. This support is provided in addition to regular class teacher led activities and to any extra support funding by the LA for children with statements.

We recognise that children may have special educational needs either throughout or at any time during their school career. Regular and appropriate reviews of children’s performance, including the effectiveness and level of support, help us to ensure that the needs of the child are met wherever possible.

Aims

At St. Alban’s Catholic Primary School we:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that *all* pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with ALN equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate
- identify, assess, record and regularly review pupils’ progress and needs
- involve parents/carers in planning and supporting at all stages of their children’s development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for ALN is implemented and maintained

Objectives

At St. Alban's Catholic Primary School staff cater fully for the learning needs of all pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as class teachers. The needs of pupils will be met through a graduated response to provision for all pupils identified as having Special Educational Needs. Class teachers will differentiate classroom tasks, resources and materials and match work to pupil need. This is reflected in all levels of planning. All pupils, where appropriate, participate fully in Assessment for Learning (AfL) through self-assessment and personal target setting. Play Plans/IEPs/IBPs are in place to support individual needs and provide attainable targets for children with ALN. Effective support will be provided by named teaching assistants (TAs). All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review ALN pupils in the school. It aims to ensure that:

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the special educational needs of each child
- that the special educational needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child are made clear
- the roles and the responsibilities of staff in providing for children's special educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's ALN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps' approach where appropriate which is reflected in the Schemes of Work and all levels of planning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with ALN are developed and audited as appropriate
- liaison with ALNCO and primary cluster schools is developed
- reports and/or records received and maintained from previous settings and external professionals are considered

Inclusion

'Children with special educational needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources'

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children with speech, language and communication, literacy and numeracy and social skills difficulties

- planning to develop children’s understanding through a multi-sensory approach and a variety of strategies for learning
- planning for children’s full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, in order to participate in effective learning

Roles and Responsibilities of Headteacher, Staff and Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher’s responsibility to provide for pupils with ALN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with ALN. It maintains a general overview and has appointed a representative governor, the ALN Governor, who takes particular interest in this aspect of the school.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with ALN
- all staff are aware of the need to identify and provide for pupils with ALN
- pupils with ALN participate in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school’s ALN policy through the annual report to parents
- they have regard to the requirements of the *ALN Revised Code of Practice (2002)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about ALN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school’s work for pupils with ALN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- ALN provision is an integral part of the school improvement plan
- the quality of ALN provision is regularly monitored

The named governor for ALN and Inclusion is Mrs. Fiona Prodohl, who liaises regularly with the Headteacher and the ALNCO.

The **Headteacher** has responsibility for:

- the management of all aspects of the school’s work, including provision for pupils with ALN
- informing the Governing Body about ALN issues
- working closely with the ALN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **Special Educational Needs Co-ordinator (ALNCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to children’s special needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- working in partnership with class teachers to identify and support pupils with ALN
- contributing to the development of joint and detailed assessments and observations of pupils with specific learning problems
- managing the records of all children with special educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (All About Me cards/Play Plans/IEPs/IBPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with ALN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with ALN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- maintaining the school's ALN register and records
- assisting in the monitoring and evaluation of progress of pupils with ALN through the use of existing school assessment information, e.g. class-based assessments/records, end of year teacher assessments and standardised tests
- contributing to the in-service training of staff and presentations to governors
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the ALNCOs in the feeder High School/s and cluster feeder primary schools to ensure high quality transition arrangements

The **class teacher** has responsibility for:

- fully including pupils with ALN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the ALNCO for advice on assessment and strategies to support inclusion.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with ALN
- giving feedback to parents of pupils with ALN
- ALN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with ALN is that of *all* staff.
- Teachers and the ALNCO meet regularly to determine appropriate planning and provision.
- IEPs/IBPs are written by class teachers, with support from the ALNCO, using advice from other agencies, as appropriate. Copies of individual IEPs/ IBPs are shared with parents/ carers, with a signed copy being held by the school. The targets are then discussed with parents/ carers at an arranged review meeting

The **teaching assistants** (who provide support for ALN pupils) are responsibility for:

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with ALN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- supporting children with special educational needs in all areas of the curriculum
- supporting a pupil with a specific difficulty to enable him or her to access the curriculum
- working with individual children under the direction of the teacher

- assisting in the production of differentiated materials
- working with outside agencies and implementing advised strategies
- maintain good working partnerships with the child's parents

In the case of a child who is undergoing statutory assessment, or has a Statement of Educational Need, Key Workers or 'Case Friends' are responsible for:

- explaining to the child any notice or document required to be given or served by a local authority in respect of a child's ALN
- to contact the LA caseworker on behalf of the child
- to contact SNAP on behalf of the child
- to keep appropriate records relating to those above

Admission Arrangements

In line with the Equalities Act 2010, the admission arrangements for pupils with ALN are the same as for all other pupils.

Allocation of resources

Provision is mapped and costed to ensure efficient and effective use of resources. The ALNCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including coordinating the provision for children with statements of Special Educational Need. The Headteacher consults with the Governing Body as to how the funding is best deployed to support special educational needs within the school. Appropriate resources for children with additional learning needs are available to support all areas of the curriculum.

Assessment and Identification

Assessment resources may include:

WG Reading and Numeracy SSs
 Field Notes and summative assessments made by class teachers
 Reception Baseline Assessment/s
 Foundation Phase teacher assessment levels
 KS2 teacher assessment levels
 INCERTS
 SWST Spelling Test

Ongoing assessments are carried out for all children throughout the school year. Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, would be further assessed and monitored carefully by the ALNCO, class teacher and teaching assistant, together with external professionals, as and when appropriate.

The school operates a policy of early identification and intervention. This can take place at any stage in a child's school career. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help. The class teacher and ALNCO assess and monitor the children's progress in line with existing school practices (e.g. Pupil Progress Meetings) and, with the parents, plan an appropriate programme of intervention and support.

To help identify pupils with ALN the school will refer to some or all of the following:

- performance monitored by the class teacher as part of ongoing observation and assessment;
- the outcomes from baseline tests and on entry assessments;

- performance against level descriptions within the National Curriculum at the end of a key stage;
- standardised screening or assessment tools as detailed in the school's ARR Policy
- school intervention programmes e.g. Language Links, Speech Links, Maths Factor, Rainbow Readers
- level and effectiveness of additional support;
- concerns raised by and information from parents and / or other agencies

In accordance with the SEN Code of Practice for Wales (2002) and the Local Authority's guidance, Excellent Practice in Managing Inclusion-The Expectation of Mainstream Schools 2013, the following is the basic provision made available for **all** pupils identified on the continuum of Special Educational Needs:

- a suitably differentiated curriculum, which reflects the school intake and so, meets the needs of individual pupils;
- a whole school approach to behaviour management and pastoral support, appropriately implemented at the individual, class/group level
- In line with the above, the school has developed an Additional Learning Needs Pathway which complements Cardiff LA's 5 Stage Graduated Response to meeting the needs of pupils with ALN

School Action/Early Years Action

Children who do not make adequate progress with a differentiated curriculum will be placed at School Action / Early Years Action as defined by the *ALN Code of Practice Wales (2002)*.

Action to follow **may** include:

- ALNCO to support class teachers in identification of ALN, developing and implementing IEPs/IBPs;
- additional support from ALNCO, or Teaching Assistant related to the IEP / IBP targets;
- the provision of suitable learning resources if relevant
- the provision of interventions (e.g. Language Links, Rainbow Readers) to be provided

As part of the ongoing cycle of Planning, Assessment and Review, children who have been identified as not making *adequate* progress (as detailed in the *ALN Code of Practice Wales 2002*) will be placed at School Action Plus /Early Years Action +

School Action Plus /Early Years Action Plus

Action should include:

- provision of more intensive and frequent individual / small group support related to the targets within the IEP / IBP
- within the funding allocated from the LA, consultation with an Educational Psychologist and / or a Specialist Teacher;
- interventions implemented up to this stage are school based. Once it is clear that quality school based intervention is not achieving an **adequate** rate of progress the school will seek advice via the Stage 3 referral system or Educational Psychologist, or both

For pupils with Emotional Health and Wellbeing needs, the above procedures will come into place after the actions detailed in the School Behaviour Policy have been implemented.

Stage 3 Referrals

The ALNCO, after ensuring stages 1 and 2 of the graduated response have been fully met and in consultation with class teacher and parents, may refer the child at Stage 3 of the graduated response. The ALNCO will work with parents and adults supporting the child in school to complete an ALN (Additional Learning Needs) form to request external specialist support in assessing the needs of the child and to provide appropriate support and advice. With parental permission, the ALNCO will provide external specialists with all relevant information on the child. Once the request is accepted, the ALNCO will be contacted by a member of the appropriate Local Authority Inclusion Team, to arrange a visit to the school. Any additional support may be individual or group support, withdrawal or in-class support. Advice from teaching staff from the Inclusion Team is shared with parents and the school utilises this information to ensure that plans reflect targets given and that the school is able to best support the child according to their individual needs

Formal Statutory Assessment

The needs of the majority of children should be met by School Action and School Action+. In a small number of cases, however, the Local Authority (LA) will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement.

The child may be brought to the LA's attention as possibly requiring an assessment through a school request with relevant evidence and assessment data or a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency.

Statement of Educational Need

A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs. Parental involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure.

Medical conditions

St. Alban's Catholic Primary School carefully monitors underachievement in relation to known medical conditions. We consider that early identification and acknowledgement of concern is vital and thus parents are asked to disclose details of any medical conditions on entry to school, regardless of age at entry.

Individual Plans

Individual plans should be:

- set each term by class teachers in collaboration with the ALNCO / Support Teacher if required; unless nature of pupils difficulties or age requires shorter plans which are updated more frequently
- evaluated and reviewed each term by the ALNCO / Support Teacher and the class teacher, alongside the pupil and parent in order to note the effectiveness of the IEP and intervention measures and use of support

All plans must include SMART (Specific, Measurable, Achievable, Realistic, Time limited) targets that record actions that are *additional to and different from an already differentiated curriculum*. These plans will be shared with parents

Parents and Pupils

St. Alban's Catholic Primary School encourages positive relationships with parents and their involvement with their child's education. Parents will be notified of any concerns regarding their child and be invited to contribute to the discussion and process of planning for their child's needs. Reviews will take place on Parents' Evening where possible. For pupils with a statement of ALN, Annual Reviews will take place as specified in the Statement of ALN. Where pupils' views are ascertainable these will be taken into account in the process of determining provision.

The Rights of the Child

The Education (Wales) Measure 2009 is legislation that gives children and young persons in Wales the right to initiate legal proceedings in the Special Educational Needs Tribunal for Wales (ALNTW) themselves.

At St. Alban's Primary, a pupil who has a statement of ALN or who is in the process of having their needs statutorily assessed will be allocated a 'key worker'. *The Measure sets out:*

- **Right of a child to appeal in respect of special educational needs.** This provides children with the right to appeal to the ALNTW themselves in respect of a decision not to make a statement; the contents of a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement
- **Notice and service of documents.** Any notice or document required to be given or served by a local authority in respect of a child's ALN must also be provided to the child involved. This includes any documentation related to an appeal against a decision not to make a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement
- **Case friends.** This provides Welsh Ministers with the power to provide by regulations for case friends who can make representations on behalf of a child with a view to avoiding or resolving disagreements. Case friends can also exercise the rights of the child to appeal to the ALNTW on the child's behalf
- **Advice and information.** Any child with special educational needs, a parent and case friend must be provided with advice and information about matters relating to those needs
- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between the child or parent of a child and the relevant school or authority
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any child or case friend should be referred to that service provider if requesting such services
- **Tribunal procedure.** The Measure makes amendments to the provisions about the procedure for ALNTW proceedings on appeal on matters relating to ALN

Disability discrimination claims

- **Right of a child to make a disability discrimination claim.** This is in regards to a claim that a responsible body for a school has discriminated against a person because of disability in a way which is unlawful may be made to the SENTW by that person
- **Case friends.** This provides Welsh Ministers with the power to provide by regulations for a disabled child to have a person make representations on behalf of the disabled child with a view to avoiding or resolving disagreements about instances of disability discrimination in

school. Case friends can also exercise the rights of the child to make a claim to the ALNTW on the child's behalf

- **Advice and information.** Any disabled child and case friend must be provided with advice and information about matters relating to disability discrimination in schools
- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between responsible bodies and disabled children about instances of unlawful disability discrimination
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any disabled child or case friend should be referred to that service provider if requesting such services
- **Tribunal Procedure.** It made amendments to the provisions about the procedure for ALNTW proceedings on claims of disability discrimination, so that they cover direct claims by children

Annual Governors' Report to Parents

The Governing Body is required by law to include the following information in their annual report to parents:

- the success of the ALN Policy
- significant changes in the policy
- consultations with the LA, funding bodies and similar
- how resources have been allocated to and amongst children with special educational needs over the academic year

Evaluation of Special Educational Needs Policy

Under the 1993 Education Act it is the duty of the school through the Headteacher, ALNCO and nominated school governor, to evaluate the effectiveness and efficiency of the policy and to report back to the remaining governors and to the parents annually.

Arrangements for Monitoring and Evaluation

The success of the school's ALN policy and provision is evaluated through:

- monitoring of classroom practice by the ALNCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the ALN register
- meetings between ALNCO and ALN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the ALN policy
- the school's annual ALN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LA personnel and ESTYN inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/IBPs and targets, revise provision and celebrate success

Complaints Procedure

If a parent is concerned about the decisions made about his/her child, or the type of support being received then the parent can express those concerns in the first place to the child's teacher/ALNCO. Further concerns should be put in writing to the Headteacher. At this point the Headteacher will provide information for further action, should the problem not be solved.

Staff Development

St. Alban's Catholic Primary School is committed to training all staff to meet a range of needs. INSET provision for ALN is incorporated into whole staff CPD. Teaching Assistants have the opportunity to attend courses to further develop their skills. In addition the schools Partnership Inclusion Officer, ALNCO and Support Staff provide training in school as appropriate. The ALNCO regularly attends the LA's termly SENCO forum meetings to keep abreast of current priorities relating to ALN.

Links with External Agencies

The school recognises the need for high quality, holistic support focussed on the needs of the child. Where external agencies are involved and the school will work collaboratively with these to ensure the best possible provision for the child. The school welcomes the support and advice of specialist teachers and the Educational Psychologist through the LA support system.

Links with other Schools

All pupils in Year 6 are involved in transition days to their feeder high school, with most pupils transferring in the main, to Willows or St. Illtyd's Catholic High. The ALNCO from the high school liaises with our school, to ensure that they have all relevant information and documentation prior to transfer.

When a child with ALN transfers to another school, care is taken to ensure that the receiving school has all relevant information and documentation for that child.

Funding

Support for Special Educational Needs: formula funding

Each mainstream school receives delegated funding to enable them to provide extra support and focussed interventions for pupils who have additional learning needs.

Most of the funding is distributed by a formula which predicts the general level of high incidence needs in each school. These indicators are used by many authorities and have been shown to be good predictors of high incidence needs such as literacy, speech and language delay, social emotional and behavioural needs.

St. Alban's Catholic Primary School uses the ALN Formula Funding to provide a range of focussed interventions to improve speech and language, literacy and numeracy, to provide higher levels of in-class support and small group support for those pupils who need extra support to make progress in their learning

Pupils with Complex Needs

Not all special educational needs can be predicted through a formula.

In addition to the formula funding, schools may receive 'enhanced funding' payments to enable them to support named children with low incidence complex needs such as hearing or visual impairment, physical or medical difficulties and autism spectrum conditions. Pupils with this level of need usually have a statement of special educational needs or a CIDPEY (Cardiff Individual

Development Plan for Early Years), which sets out the child's strengths and difficulties, and provides clear information about how the child's learning will be supported at school.

Enhanced Funding payments are calculated at the beginning of the financial year according to the stated needs of pupils in the school and delegated with the whole school budget in April.

Pupils with complex needs have been 'banded' by the LA to generate an enhancement for the school delegated budget. These four 'bands' are as follows:

	Needs	Code
Severe and complex additional learning needs	Requires individual support and supervision throughout the school day, including unstructured times, to secure health and safety and access to the curriculum. May require significant support to develop behaviours for learning, peer relationships and self-care or life skills. May require substantial modification of learning resources (e.g. text enlargement, Braille). <i>(Has a statement specifying 25 hours or more of support)</i>	A
Complex additional learning needs	Requires a high degree of individual and small group support to ensure access to the curriculum. This may include close supervision at unstructured times to secure health and safety. May require significant input on individual strategies(e.g. visual timetables, daily mentoring) <i>(Has a statement specifying 20 hours or more support in secondary school, or 15 hours or more in primary school)</i>	B
Additional learning needs	Requires flexible support across the timetable, which may include small group work, individual support on daily programmes, and additional shared support in some subjects. May require a range of reasonable adjustments and modifications, including ASD friendly approaches, mentoring, differentiation of learning tasks and materials. <i>(Has a statement specifying fewer than 20 hours of support in secondary, or fewer than 15 hours of support in primary)</i>	C
Severe and complex additional learning needs in nursery	Requires substantial adult support to access the nursery curriculum Requires close adult supervision to secure health and safety <i>(Likely to require a place in an SRB or Special School in Reception, and to have funding for 10 hours or more in Nursery)</i>	N

The enhancement for St. Alban's Catholic Primary School is now calculated at the beginning of the financial year according to the numbers of statements in the different bands. Y6-Y7 transfers are taken into account and these are included in the school's enhancement for the summer term. In addition to the schools budget there will be adjustments made, if pupils with complex needs leave mid-year or if there are new arrivals with complex needs.

The school's 'Green Sheet' provides details of the statements for pupils with severe and complex needs that have generated the enhanced element of the budget. In primary schools, this refers to statements specifying more than 15 hours of support.

There may be occasional cases where a child who lives in another authority or is 'looked after' by another authority, attends our school with a statement that is supported and funded by their 'home'

Authority. In this case, Cardiff LA will consider these pupils not to be covered by the ALN formula and will pass on the full amount of additional support to the school.

Confidentiality

We comply with the Welsh Government and LA requirements with regards to confidentiality. The files we keep on children are open to parents/carers. Information from third parties will not be disclosed without their consent. Access to these files may be withheld in certain prescribed cases where there are safeguarding concerns.

Monitoring and Review

This policy will be reviewed at least every two years by the ALNCO and in collaboration with staff and governors when appropriate.

Written	February 2018
Agreed by Governing Body	
Signed by Governing Body	
Review due	February 2020