Additional Learning Needs & Disabilities POLICY

This Update: August 2022
Last Update: August 2026 – reviewed
Next update Due August 2027

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SECTION A

1. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (ALN) Code of Practice 0-25 (Sept 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- The ALN Code – 2021(issued under the the Additional Learning Needs and Education Tribunal (Wales) Act 2018). Updated 2026.
- Children's & Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The New Curriculum for Wales 2020
- Bettws Lifehouse Safeguarding Policy
- Bettws Lifehouse Accessibility Plan
- Bettws Lifehouse Curriculum Policy
- Bettws Lifehouse Admissions Policy

Bettws Lifehouse School is committed to the principles of inclusive education and strives to ensure that all pupils, regardless of Special Educational Needs can access learning and achieve without limits.

The policy was developed by the school's Senior Special Educational Needs and Disabilities Co-ordinator (ALNCo) in liaison with the Senior Leadership Team (SLT), subject leads in Numeracy and Literacy, the school directors and teaching staff. Copies of the policy are available to all stakeholders on request and feedback is welcome. The policy is reviewed on an annual basis.

2. Rationale

Bettws Lifehouse is an Independent Special School for pupils with Social, Emotional & Mental Health (SEMH) Difficulties, Autistic Spectrum Disorders &/or Moderate Learning Difficulties.

All Pupils who attend Bettws Lifehouse have Complex Learning Differences and Disabilities (CLDD). They have usually experienced adverse childhood experiences and have often found school extremely challenging: before being placed at The Lifehouse, they may have changed schools a number of times, they may have spent a long period of time out of education or they may have come directly to us from a negative and traumatic previous school experience.

Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010b). Children with Complex Learning Difference and Disabilities (CLDD) need to be taught in ways that match their individual learning styles by teachers who recognise their abilities and potential for engagement in learning. Our work must be to transform children with CLDD into active learners by **ensuring they feel safe & secure**, **releasing their motivation**, **unlocking their curiosity** and **increasing their participation**.

Sustainable learning can occur only when basic needs are being met and there is meaningful engagement.

Fundamental to our model of education are:

- Attachment principles
- The PACE approach
- The Thrive model
- The engagement for learning approach
- Trauma Informed Schools approach

- Providing holistic education with an appropriate balance of supporting our pupils' emotional wellbeing, personal growth and the skills they need to be successful in life with subject level learning, progress and the gaining of qualifications
- High aspirations for all of our pupils

3. Aims

- To provide a ALN framework at Bettws Lifehouse School with a focus on outstanding provision for all our pupils.
- To deliver bespoke ALN provision to meet the needs of all pupils that is based on the needs and provision identified in their individual Education Health Care Plan (EHCP) (or for pupils from Wales, their Statement of SEN / IDP) .
- To monitor, assess, review and identify the needs of all pupils throughout their school journey in order to effectively support their physical, sensory, social, emotional, mental, communication or cognitive development.
- To ensure that Education Health Care Plans (and Statements / IDPs for Welsh pupils) are thoroughly and effectively reviewed and maintained to accurately reflect all pupils' needs and provision to meet need.
- To ensure that curriculum requirements are matched to pupils' individual ALN needs, ensuring that pupils have full access to a bespoke curriculum that will support the meeting of the Long Term Outcomes identified in their individual Education Health Care Plan.
- To ensure that all pupils have access to the National Curriculum, the curriculum for Wales where appropriate.
- To ensure that all pupils are fully included in all activities of the school in order to promote the highest levels of achievement and attainment.
- To ensure that there are the highest levels of engagement with parents/carers & Corporate parents of our pupils.
- To ensure that there is an effective working partnership between school staff.
- To ensure that there is an effective working partnership with local authority SEN Teams.
- To ensure that there is an effective partnership working with external agencies, particularly those of ALN e.g. LSAT, BSAT, Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapists, Inclusive Schools Forum (ISF), and BeeU).
- To ensure that there is genuine and effective co-production of all plans, with pupils, parents and carers at the centre of all provision planning.
- To involve parents/carers, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- To support all our pupils to overcome barriers to success, to develop positive attitudes to learning, to thrive, to unlock potential and to develop the skills to live happy and fulfilled lives in their future.
- To prepare all our ALN pupils for adulthood, including:
  - preparation for employment
  - supporting good emotional and physical health
  - healthy friendships, relationship and community participation
  - skills for independent living
- To ensure that all our pupils are happy at school, feel safe and secure and enjoy their learning.
- To ensure that the voices of our pupils and families are captured
- To learn from partnership work and the voices of pupils and parents to help inform future policy and ALN provision.

4. Objectives

- To work within the 0-25 years guidance provided in the ALN Code of Practice 2021.
- To offer an appropriate curriculum that recognises the individual ALN needs of all our pupils as identified in their EHCP (statement or IDP) and allows for effective provision & intervention.

- To monitor, assess, review and identify the needs of all pupils accurately throughout their school journey in order to effectively support their physical, sensory, social, emotional, mental, communication or cognitive development.
- That ALN provision is driven by the expectation that all Bettws Lifehouse School teachers and support staff are responsible for the effective planning, assessment and outcomes of all ALN pupils.
- To monitor all pupils' progress towards their identified Long-term Outcomes
- To demonstrate that meeting our pupils' wide-ranging needs is part of high-quality special education.
- To raise expectations, performance and achievement.
- To ensure continuity on transfer through close liaison between faculties, with feeder schools and future schools.
- To offer an appropriate curriculum that recognises ALN needs as identified in all pupils' Education Health Care Plans & reviews of plans and allows effective provision and intervention via Person-Centred Plans (PCPs), Individual Lifehouse Learning Pathways (LLPs), Progressive Pupil Provision Plans (4-P Plans) where required and Risk Assessments
- To create positive and accessible learning environments (indoor and outdoor), use appropriate resources, teaching materials and styles, to support maximum engagement and encourage and reward positive attitudes to learning and achievement.
- To promote wellbeing, self-worth and attainment through supported progress towards positive attitudes to learning in relation to:
  - Attendance, punctuality and engagement in learning
  - Confidence & resilience
  - Motivation
  - Cooperative learning habits
  - Organisational skills
  - Independence & focus
  - Productivity
- To provide every pupil with the entitlement to a sense of achievement.
- To work in partnership with the pupil's parents/carers, the pupil themselves, and external agencies to provide for the pupil's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

5. Definitions

Definition of 'Additional Learning Needs' according to the ALN Code of Practice 2021:

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— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 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 a disability according to the Equality act 2010:

Many children and young people who have ALN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to

carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have ALN, but there is a significant overlap between disabled children and young people and those with ALN. Where a disabled child or young person requires special educational provision, they will also be covered by the ALN definition. (Department for Education & Department for Health (2015) Special educational needs and disability code of practice: 0 to 25 years, p13.)

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Where a pupil is identified as having ALN, schools should take action to remove barriers to learning and to put effective special educational provision into place. This ALN support should take the form of a four-part cycle: Assess, Plan, Do, Review.

What is NOT ALN but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- Safeguarding concerns
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Behaviour

SECTION B: SCHOOL ARRANGEMENTS

6. Roles and Responsibilities

All members of the school community work towards the policy aims by:

- Using school procedures for reviewing, identifying, diagnosing and assessing and making provision for all pupils.
- Sharing a commitment to inclusion and a partnership approach to provision.

The role of the Director with responsibility for Education & ALN is to champion the area of Special Educational Needs within the work of Bettws Lifehouse Directors and to have specific oversight of the school's arrangements and provision for Special Educational Needs. This director is currently also the Senior ALNCo and will develop and maintain an awareness of Special Educational Needs provision across the school on behalf of the directors by meeting with all ALNCos on a weekly basis and monitoring the implementation of the ALN policy.

The Head Teacher and Senior ALNCo share strategic responsibility for overseeing the provision for pupils with Special Educational Needs and keeping the school board of Directors fully informed. The Senior ALNCo, who is a member of the senior leadership team (SLT), is responsible for leading, monitoring and evaluating the

effectiveness and success of the ALN policy, ensuring any necessary revisions are undertaken, with support of other members of the SLT.

7. Leading, Co-ordinating and Managing Provision

The Senior ALN Co-ordinator (ALNCo) and the ALNCo are responsible for:

- The effective daily implementation of the school's ALN policy.
- Liaising with and advising teaching staff on ALN provision and updates
- Leading the ALN team and ensuring each member is effectively fulfilling their role, advising and supporting where appropriate.
- Leading the co-ordination of ALN provision for pupils.
- Overseeing the progress and attainment data of ALN pupils
- Overseeing the records of all pupils identified with ALN.
- Ensuring all staff, receive high quality ALN CPD, including leading and organising identified ALN training needs.
- Ensuring that there is an effective working partnership between parents/carers and external agencies.
- Ensuring the Head Teacher and other members of the SLT are updated on ALN developments and issues nationally and locally.
- Liaising with the Director with responsibility for ALN.

The ALN department consists of the Director with responsibility for Education & ALN, who is also the Senior ALNCo and the ALNCo,

The ALN team is overseen strategically by the Senior ALNCo.

All teaching and non-teaching staff are involved in the development of the school's ALN policy and are fully aware of the school's procedure for monitoring, reviewing, identifying, assessing and making provision for pupils with Special Educational Needs.

Lead Teachers have responsibility for the effective deployment of other teachers, High Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).

The ALNCo has strategic influence on this deployment, ensuring that support impacts directly on the positive progress and attainment of Bettws Lifehouse pupils.

8. Admission Arrangements for Pupils with Special Educational Needs

The policy and guidelines for admissions of all pupils is outlined in the school's Admissions Policy and arrangements.

All teachers at Bettws Lifehouse School are teachers of our ALN pupils and are expected to implement quality teaching. As such Bettws Lifehouse School adopts a 'whole school approach' to Special Educational Needs, which involves all the staff adhering to a model of good practice. The staff of Bettws Lifehouse School are fully committed to identifying and providing the best possible provision for all its ALN pupils and in doing so, providing a fully inclusive teaching and learning environment for all its pupils. Inclusion is regarded as crucial to the policy, in line with ALN Code of Practice (2021) and the Equality Act (2010).
The school operates an equal opportunities policy for all pupils who are all afforded the same rights as each other.

9. Special facilities.

Bettws Lifehouse School has facilities for disabled pupils, staff and members of the public.

The majority of inside and outside learning spaces are accessible in line with the Disability Discrimination Act (2005).

Low desks are made available to enable wheelchair users to participate in lessons alongside their peers. Disabled toilet facilities are located in the community centre building.. Physical disabilities are taken into account when timetabling to account for the inaccessibility of the upper floor in the community centre building,

The indoor and outdoor school learning environments have been carefully designed and improved to create positive, welcoming accessible spaces suitable for all our pupils' needs. Appropriate resources, sensory spaces, quiet and social spaces support pupils' regulation and sensory needs, their social and emotional curricula and their subsequent access to the wider and academic curriculum. Classroom spaces, teaching material, sensory tool-boxes and teaching styles support maximum engagement and encourage and reward positive attitudes to learning and achievement.

The Bettws Lifehouse Accessibility Plan identifies ways that the school continues to identify areas for improvement, updating and improving accessibility for all pupils.

SEMH Provision is overseen and monitored by the ALNCo team with the support of the school Mental Health Lead and Lead teachers, Subject learning Leads, with the support of appropriately experienced and trained Wellbeing Support staff. They provide support for pupils to develop their emotional literacy and positive mental and physical wellbeing. All staff have received Trauma Informed training and therapeutic support is timetabled for students as required.
All pupils at Bettws Lifehouse School are placed in learning groups River, Brook or Spring and have a Learning lead who are dedicated staff team to meet all their ALN needs in addition to Wellbeing Leads, members of SLT and Headteacher.

SECTION C: CONSULTATION, REVIEW & REASSESSMENT AND PROVISION

10. The Consultation & Enrolment Process ; matching provision to need

The consultation and enrolment process ensures that ALN needs will be met through Bettws Lifehouse provision for all pupils offered a place and enrolled at Bettws Lifehouse.

Section 41 of the Children and Families Act 2014 allows the Secretary of State by order to publish a list of approved independent educational institutions, independent special schools and post-16 institutions for the purposes of satisfying Section 38 (Preparation of an Education, Health and Care (EHC) plan by local authorities) of the Act. Institutions can only be included on the list with their consent.

Bettws Lifehouse is not a Section 41 school. Despite not having Section 41 status, Bettws Lifehouse has due regard for the SEN Code of Practice, and works in close partnership with the local Authority SEN Team of Shropshire, a few neighbouring Local Authority SEN teams and on a few occasions, SEN teams from further afield, where a LAC child is placed out of county.

Bettws Lifehouse co-operates with the local authority on arrangements for children and young people with SEN; and gives consideration to pupil rights relating to admissions.

At consultation, Bettws Lifehouse gives due regard to:

(a) whether the school is suitable for the age, ability, aptitude or special educational needs of the child or young person concerned

(b) whether the attendance of the child or young person at the requested school or other institution would be compatible with—

(i)the provision of efficient education for others, or

(ii)the efficient use of resources.

For all consultations, Bettws Lifehouse gives due consideration to the individual's EHC Plan and also to the school's capacity to meet need in terms of:

- Current numbers in whole school (in line with registration as a school)

- Current numbers in year group / cohort / nurture group
- Current needs within and the constitution of the current cohort / nurture group
- Current demands on school resource (including school environment, teaching and non-teaching staff) and availability of school resource to meet the needs of the consultation pupil effectively alongside the needs of current pupils.

Bettws Lifehouse returns GBF forms to SEN Teams to offer places to pupils whose needs it can meet in line with the above criteria.

Information about pupils with Special Educational Needs from the SEN Team and from the wider team around the child is passed on well before the pupil arrives at Bettws Lifehouse School.

The child and parents will be invited into school for preliminary visits, and bespoke transition plans are identified to meet individual need for all children newly placed at Bettws Lifehouse. The ALNCo may be invited to Annual Review meetings prior to transition into Bettws Lifehouse school. Key staff may visit the child at home and/or at their previous setting and will discuss the pupils' needs with the child, family and key professionals. Pupils may be invited for taster sessions or a longer transition may be identified as appropriate. Pupils who have been out of school for a long time, or for other identified reasons may begin school on a part-time transition programme.

By working closely with previous settings, families, carers and other professionals, we strive to ensure that we have the picture of 'the whole child' and their needs prior to the pupil starting at Bettws Lifehouse School. During the first term, all pupils are monitored in order to identify whether the provision identified is meeting their need and whether further adaptations to provision are required. It is recognised that in a few cases, where children and young people have not been engaging with schools for a year or longer, or where the consultation process has taken a long time with the LA before placement is agreed, then consultation documents may be out of date.

On enrolment, EHCP trackers are drawn up for all pupils to ensure needs are fully met in line with the needs and provision requirements as identified in their consultation papers.

Between enrolment and the first annual review the trackers are annotated and reviewed to reflect this assessment process.

It is possible that further Special Educational Needs and Disabilities arise or are identified later in some pupils, and these are identified by observation and monitoring of their work in conjunction with any assessment outcomes. A comprehensive base-line assessment is drawn up within 3 months of the pupil starting, and the child we are presented with and their needs is assessed against that which is identified in the EHC Plan.

There may be a requirement to conduct additional screening (eg dyslexia or dyscalculia) or to make referrals for further professional assessment and interventions (CAMHS, BeeU, DST, SALT, SI OT) which will be discussed in consultation with parents. Any concern is taken to a member of the ALNCo team, together with detailed information about the concern and strategies used to address it so far. As the term progresses and where pupils are not responding as anticipated to the support that has been put in place, further identification and analysis takes place. This happens in the model of assess, plan, do and review as set out in the 2015 Code of Practice.

11. Review and reassessment of individual pupils' ALN needs and provision

Bettws Lifehouse School acknowledges that all pupils are entitled to an education that enables them to make progress so that they: overcome barriers to learning & achievement; develop positive attitudes to learning; thrive; unlock potential and develop the skills to live happy and fulfilled lives in their future.

The school follows the review and reassessment process as outlined by the 2015 ALN Code of Practice, in line with Section 44 of the Children and Families Act 2014.

Annual Reviews are held :

(a) within the period of 12 months starting with the date on which the plan was first made, and

(b) within each subsequent period of 12 months starting with the date on which the plan was last reviewed under section 44 of the Children and Families Act 2014.

Early reviews of EHC Plans will be held either:

1. In order to meet the local authority protocol, eg to ensure sufficient time for robust transition planning if a pupil is moving on to a new setting
2. If there has been a significant change in circumstances or if assessments have indicated or identified a significant review of needs / provision requiring amendment early amendment to an EHC Plan.
3. If Bettws Lifehouse feels it is not effectively meeting need or can no longer meet need.

EHC Plan Annual review are reported on local authority paperwork and will clearly identify whether the outcome of the review and actions.

EHC Plan Review outcomes will be identified as appropriate from the relevant options:

a) Maintain, no amendments
b) Maintain, with amendments
c) Reassess
d) Cease – transfer to Graduated Support Plan or FE High Needs
e) Cease

If the EHC Plan is to be maintained, or if reassessment is required, then Bettws Lifehouse, in partnership with parents, pupil, the team around the child and the local authority case officer will also identify whether Bettws Lifehouse continues to meet need or whether further consultation / personal budget or Direct payments is being requested.

The Code does not assume that there are fixed categories of ALN but recognises four broad areas:

- Communication & Interaction
- Cognition & Learning
- Physical and/or Sensory needs
- Social, Emotional and Mental Health

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

12. Monitoring of individual pupils' ALN needs and provision

Pupil ALN is monitored on the school's Special Educational Needs Summary Spreadsheet.

Pupil EHC Plans, annual review documents and PCPs are available on the school electronic filing system / MIS for all staff to see and use. 10 point profiles are produced and available on the school MIS and electronic

filing system to summarise pupil need for cover staff and newly appointed staff to gain a quick picture of need for any pupil as required.

13. Ensuring appropriate Curriculum Access and Inclusion

Once their first term has been completed at Bettws Lifehouse, a comprehensive baseline assessment is carried out. The Welsh National Curriculum is made available for all pupils to access wholly or in part wherever possible. Where pupils have ALN and/or Disabilities, that create barriers to accessing the Curriculum, appropriate personalised curricula are instead adopted.

The school offers high quality, personalised teaching and a differentiated curriculum. Teaching is adapted to suit the individual learning needs of our pupils and the quality of teaching is regularly and carefully reviewed to ensure high quality teaching is consistently delivered.

The Special Educational Needs Code of Practice 2015 makes teachers more accountable for the progress of all pupils, even those supported by specialist staff. As part of performance management, teachers will expect to be judged on how well they teach pupils with ALN. High expectations and aspirations for what young people can achieve is being promoted through opportunities for Continuous Professional Development (CPD) through the school year. It is the teacher's responsibility to adapt resources and set work that matches the learning needs of ALN pupils in their classes, including having an awareness of reading ages, language ability and level of challenge required. It is expected that teachers become familiar with the targets and effective strategies of all the ALN pupils they teach. Pupils are provided with a balance of 1:1 and small group time which is appropriate to their SEMH needs and stage of progress. A range of inclusive strategies and personalised interventions are effectively used:

• Whole school inclusive ethos

• Broad and balanced curricula for all pupils

• Systems for early identification of barriers to learning and participation

• High expectations and suitable targets for all pupils

• Classroom organisation and management

• In-class support by teacher/teaching assistant

• Home/school reading schemes

• Use of specialist equipment

• Use of practical resources including task management boards, coloured

overlays, writing slants, visual instruction cards and sensory diets

• Specialist teaching strategies

• Nurture intervention

• Mental health and well-being support

• Reading, writing and spelling intervention groups

• Maths intervention groups (including dyscalculia)

• Social skills intervention groups

• Speech and Language intervention groups

• Dyslexia intervention

Where pupils require 1:1 or 2:1 support, they are included in small groups with coregulatory support to enable them to learn cooperative skills and to benefit from working alongside other pupils, so that their continuous need for support is not a barrier to working alongside peers. In some cases, however, pupils are not yet able to work alongside others or only able to manage this for a limited amount of time.

It is always the intention and aspiration at Bettws Lifehouse to use 1:1 time with these pupils to lay the foundations for being able to have increased independence and reduced support.

The success of the school's ALN Policy and Provision is evaluated through:

 Monitoring of classroom practice by the ALNCo

 Analysis of pupil tracking data and test results for individual pupils

 Analysis of progress following interventions on (the) Provision Map

 School self-evaluation

 The School Improvement Plan

SECTION D: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

14. Staff Development

Professional development (CPD) is extremely important in our drive for excellent ALN provision for our pupils. Training sessions are regular and evolve depending on needs that have been identified through quality assurance (QA) processes such as learning walks/drop-ins, book looks and moderation of assessments. Training sessions happen during our Professional Development (PD) days which are full day sessions and after school during standalone sessions throughout the year

The ALNCo team and SLT keep up to date with developments in Special Educational Needs by:

▪ Reading relevant Special Educational Needs literature

▪ Subscription to Special Educational Needs journals

▪ Regular access to Special Educational Needs web sites (e.g. ALNCo Forum, Heads Forum, Department for Education (DfE) Special Educational Needs site, National Award for Special Educational Needs (NASEN).

▪ Attendance at Shropshire ALNCo Network meetings

▪ Informal advice from external agencies

▪ Access to training from the Shropshire Educational Psychologist and Learning Support Advisory Team

▪ Accredited training

15. External Support Services.

The school has arrangements for securing access to external support services for pupils with ALN. This includes liaison with special schools and other specialist provision, such as the Local Authority Behaviour Support Advisory Team (BSAT), Learning Support Advisory Team (LSAT), Speech and Language Therapists, Educational Psychologists, Social Care and BeeU. There is regular liaison and exchange of information between the ALNCo/Assistant ALNCo and these services.

16. Partnership with parents

The school actively seeks the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have Special Educational Needs and or Disabilities, where the support and encouragement of parents is often the crucial factor in achieving success.

Parents are kept informed about the provision and support experienced by their children in accordance with the recommendations outlined in the Code of Practice (2015). Communications between the parent and the school will be consistently maintained.

 We strive to promote a culture of co-operation with our parents/carers. Strategies for this might include:

- Ensuring that all parents are made aware of the school's arrangements for ALN including the opportunities for meetings between parents and ALNCo.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the teacher.
- Providing access to the ALNCo to discuss the pupil's needs and approaches to address them, perhaps using an individual provision map.
- Inviting parent participation through the use of Parents Comment Sheets. (Annual Review, PCP review and ALN parent surveys).
- Supporting parents in their understanding of external agency advice and support.

We understand that parents/carers of ALN children can experience a lot of anxiety, guilt and stress. As a school we actively encourage parents/carers to let us know if there is anything they would like us to do which can help support them and their children. We believe that early intervention and support is best so that there is no negative impact on our ALN pupils or that at the very least, it is minimized.

17. The Voice of the Child

The school works to ensure that pupils are fully aware of their individual needs. Steps are taken to involve pupils in decisions which are taken regarding their education including asking all pupils to discuss their future aspirations and opinions on existing barriers to their success.

In this school we encourage pupils to participate in their learning through:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views of how they learn best and how to support them through the use of one page profiles
- Encouraging self-advocacy and independence.

18. Links with SEN Teams and other schools

- We ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for pupils through pre-arranged meetings.
- We consult the Local Authority (LA) and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated Special Educational Provision in the local authority as a whole. We collaborate with all other support services and agencies involved with the pupils and with parents and where appropriate make joint planning arrangements.

19. Complaints

Any complaints regarding the ALN Policy or the provision made for children with Special Educational Needs and/or Disabilities should be addressed through the school's Complaints & Concerns Policy.

The Shropshire Parent Partnership service has changed its name to reflect its wider responsibilities within the new code of practice. It is now called the Information Advice and Support Services Network (IASS) and is able to provide independent and neutral advice. You can access this information from their website: www.iassnetwork.org.uk/

For more information on how pupils with ALN are supported at Bettws Lifehouse please refer to the ALN information report, which can be found on the school website.

• Parents are encouraged to look at the Shropshire Local Offer, which provides an overview of the services available for support. You can find this at: new.shropshire.gov.uk/the-ALN-local-offer/early-help/schools

Date of amendments/Review	**By whom**
26/06/2022	Fiona Davies
08/2024	Fiona Davies
09/ 2026	Fiona Davies/Tracey Edwards
09/2028	Fiona Davies/Tracey Edwards