



Additional Learning Needs

ADVICE FOR PARENTS



Welcome

St Mary's CIW VA Primary School is a fully inclusive school where children thrive together. We recognise the uniqueness of every individual and the contribution that each individual brings to our school community. We work together with children and their parents to ensure that all children regardless, of any 'Additional Need', receive the best quality education in order to meet their individual needs. Sometimes, it may be necessary for pupils to receive additional support in order to make sufficient progress in their learning. Support guided by the Additional Learning Needs teacher/co-ordinator, may be provided within the classroom or pupils may be withdrawn on an individual/group basis, by our Teaching Assistants. Parents are always kept fully informed and are an integral part of the process of agreeing and reviewing pupil learning targets.



Our team

Headteacher - Mrs Nicola Booth

Contact via - mailbox@stmarys-ruabon-pri.wrexham.sch.uk

ALNCO - Mrs Laura Burgess

Contact via - alns5@hwbcymru.net

ALN Governor - Mrs Tracey Jones

Contact via - mailbox@stmarys-ruabon-pri.wrexham.sch.uk



Information for Parents

The Additional Learning Needs and Educational Tribunal Act and Code has replaced the current Special Educational Needs Code of Practice for Wales from September 2021. This has been phased in for different aged pupils. Please find a video attached outlining the changes that have taken place.

<https://www.youtube.com/watch?v=00gHqzWowPg>



Please see a letter from the Local Authority detailing the changes that are due to start taking place.

NEW ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Dear Parent / Carer

The system for supporting children and young people with special educational needs and disability in Wales is changing. From September 2021, the Welsh Government is bringing in a new, simpler and more responsive system of meeting the needs of children with special educational needs or disabilities. The new system puts the learner at the heart of everything that happens. It will be brought in gradually over the next few years (2021 -2024). I would like to share with you some of the key messages about these changes and what they mean for you.

Key Messages:

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD). It is when additional learning provision (ALP) is required to support their education that a child or young person will be identified as having ALN.
- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The new Code for the new system will cover children and young people aged 0-25. This means that early years, further education colleges and further independent specialist colleges will now also be included (but not higher education or apprenticeships.)
- Emphasis will be on high aspirations and better outcomes for children and young people with Additional Learning Needs (ALN).
- The current graduated system of Early Years Action, Early Years Action Plus and Statements is being replaced. All children and young people thought to have ALN will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age will be maintained by local authorities.
- The current phased system of School Action, School Action Plus and Statements will disappear, and all children and young people thought to have ALN will receive an Individual Development Plan (IDP). The IDP will replace Individual Education Plans (IEPs), Individual Behavior Plans (IBPs) or Individual Play Plans (IPPs).

1

NEW ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Most Individual Development Plans will be maintained by the school, but where it is considered unreasonable for the school to do so, the Local Authority may maintain them.
- There will be more opportunity for children, young people, parents and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is hoped that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure Welsh language provision if required
- All children and young people who have an Individual Development Plan will have an equal right to appeal to tribunal.

This year, agencies will be working together to share further information with yourselves and provide reassurance about the transformation programme and implementation.

If you require additional information, follow the link provided.
<https://gov.wales/additional-learning-needs-special-educational-needs>

If you would like any additional information or advice, please contact your child's Additional Learning Needs Co-ordinator; The Lead Officer for Additional Learning Needs of your child's early years setting, or contact SNAP Cymru who offer free independent advice and support to parents by visiting: www.snapcymru.org or call their helpline on: 0808 801 0608

I hope you find the information in this letter useful and that you join myself and Local Authorities in welcoming the new system.

Yours sincerely

Helen Smith

Additional Learning Needs Transformation Lead, North Wales Region

TrawsnewidADY@awegolledd.cymru

Catherine Webster	Conwy County Borough Council	
Ffion Edwards Ellis	Gwynedd and Isle of Anglesey County Councils	
Eimir Thomas	Gwynedd and Isle of Anglesey County Councils	
Jeanette Rock	Flintshire County Council	
Joanne Moore	Wrexham County Borough Council	
Mari Gaskell	Denbighshire County Council	

2



Person Centred Practice

The ALN act is very much about a Person Centred Approach. Everything we do at St Mary's revolves around the child and what is best for that individual child.

One Page Profiles

One page profiles capture important information to enable teachers to personalise learning for each young person. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils. One page profiles can be used to inform action planning and target setting, so that these reflect what is important to the young person and how best to support them. This is a joint effort by both Teachers, Pupils and Parents which results in targets that are more meaningful and relevant to the young person.

This gives you an idea of how one page profiles are created and what information is contained in them.

<p>Review heading</p> <p>What people like and admire about</p> <p>How? Ask the child to pick 3 or 4 of their favourite compliments to put on the profile.</p>	→	<p>Profile heading</p> <p>Things people love about</p>
<p>What is important to now</p> <p>How? Pick out some of the issues relevant to the purpose. You might need to research a few more if you are creating a profile to support friendship or an out of school setting.</p>	→	<p>Important to</p>
<p>What's important to for the future?</p> <p>How? Pick out one or two aspirational dreams for the future that the child would be proud for others to know about – they might want to pick their own. Make sure that support is put in place to work towards these dreams in some small way.</p>	→	<p>Dreams To support well</p>
<p>What's working/ not working</p> <p>How? Think about what you need to do to keeping 'what's working' going. Do you need to put anything into 'important to'? Does a particular kind of support need to be continued to maintain the success?</p> <p>Have you learned anything about what's 'important to' from considering the 'not working' list? What support does the child need to turn around the 'not working' list?</p> <p>Is there anything you could add to the 'love about' section that would encourage people to notice what's working and look deeper at what's not working?</p>	→	<p>Important to To support well What we love about ...</p>

_____ 's
One Page Profile

Picture of the child or young person

What people like and admire about me:

- * often children or young people with a disability can be seen only in relation to the things that they need help or support with. This is not useful in celebrating them for who they are
- * be specific and meaningful with what you like and admire about the child or young person
- * never qualify things with "sometimes can be" - this is not celebrating the child or young person
- * stay positive. Any negatives can be dealt with under the support section

What's important to me:

- * these are all the things that bring the child or young person good quality of life
- * they can be small or big things
- * often the small details bring the greatest quality of life, for example: "I don't like Blackcurrant, I prefer Orange" is important information
- * can include:
 - people
 - places
 - hobbies and activities
 - possessions
 - likes and dislikes
- * parents and professionals do not have to agree with the child or young person - if something that is important to the young person is risky, it will be addressed in the "How best to support me" section".

How best to support me:

- * recording how best to support the child or young person encourages a more consistent approach
- * need to include the way the child or young person wants to be supported - this is about their preferences and based on things that work well for them (from their point of view)
- * this needs to include detail. For example write: "Hannah needs support to stay focused so sit next to her and ask her to look at you, when you have her attention help her to focus on her work again" instead of just "Hannah needs support to stay focused".

This helps people who may not know the child or young person to be able to replicate the good support.



Areas of Additional Need

There are different areas of need:

- ▶ Sensory, Physical and Medical Need
- ▶ Behavioural, Social & Emotional Needs
- ▶ Cognition and Learning
- ▶ Communication and Interaction



If your child has difficulties with Behavioural, Social, Emotional and Mental Health Difficulties, they may need support with:

- ▶ Attendance
- ▶ Attention and listening skills
- ▶ Low self-esteem
- ▶ Managing anger
- ▶ Forming and maintaining relationships
- ▶ Bereavement

Children will be supported in the following ways:

- Differentiated tasks
- Group work/ Individual based targets to assist with learning.
- Advice sought from outside agencies if needed



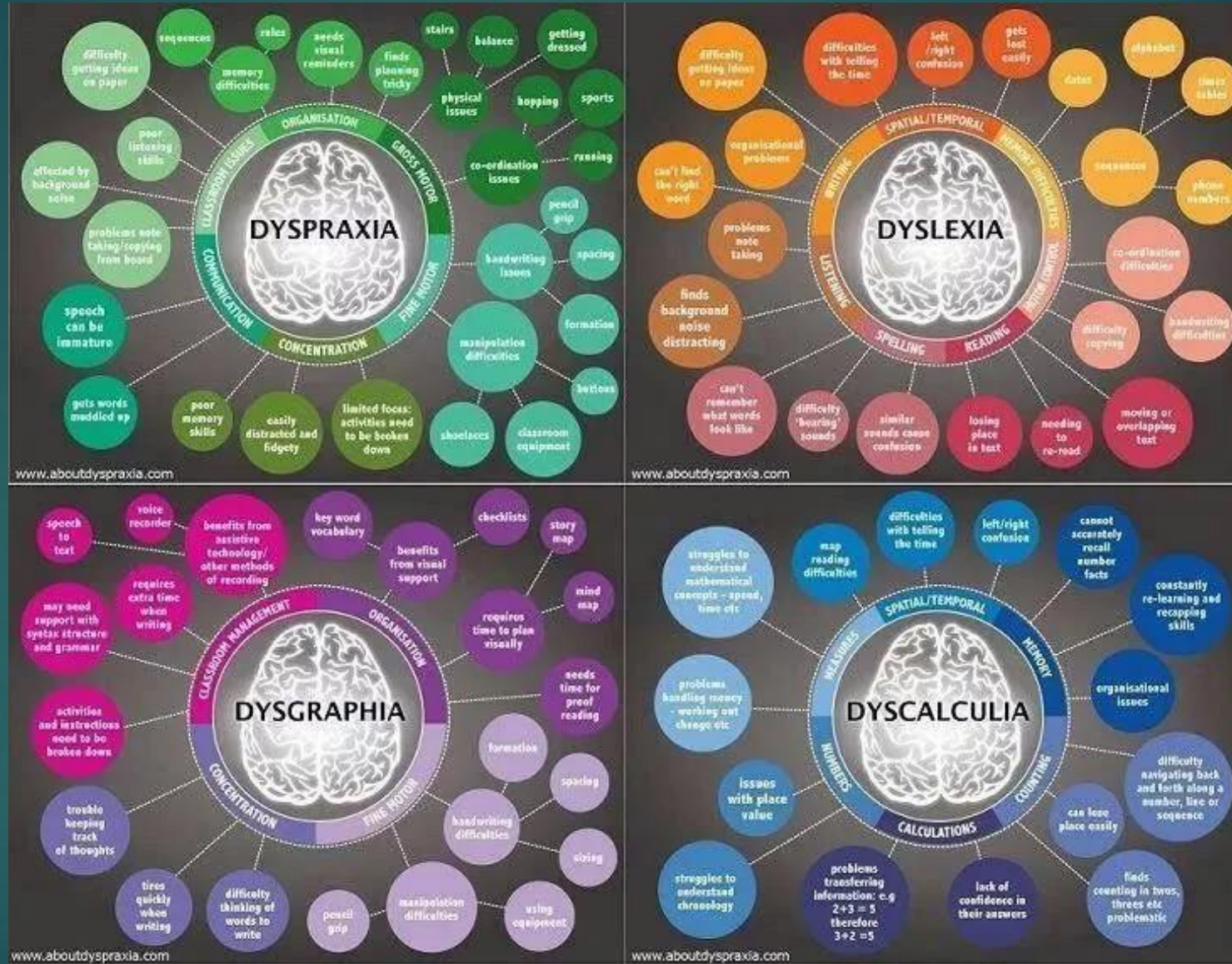
If your child has Cognition & Learning difficulties, your child may need support with:

- ▶ Reading and spelling
- ▶ Learning new vocabulary and concepts
- ▶ Memory
- ▶ Number and calculations
- ▶ General learning

Children will be supported in the following ways:

- Differentiated tasks
- Group work/ Individual based targets to assist with learning.
- Advice sought from outside agencies if needed.

Cognitive Learning





If your child has difficulties with Communication and Interaction, they may need support with:

- ▶ Attention and listening skills
- ▶ Understanding language
- ▶ Using language
- ▶ Speech sounds
- ▶ Interacting with others in groups
- ▶ Speaking fluently
- ▶ Social communication difficulties

Children will be supported in the following ways:

- Differentiated tasks /Reasonable adjustments
- Group work/ Individual based targets to assist with learning.
- Advice sought from outside agencies if needed.

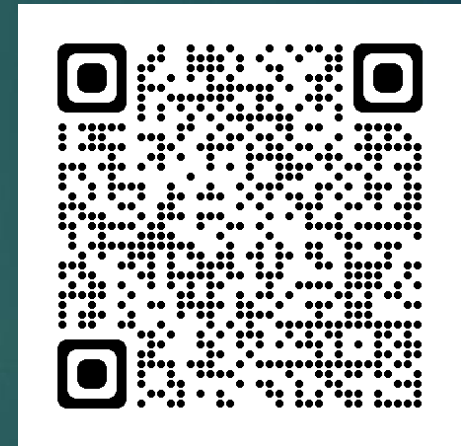




BCUHB - Neurodevelopmental Webpage

There is sometimes a need for a child to be referred to the Neurodevelopment team based in the hospital. This can be completed by any agency involved with the child. There is a new webpage which young people and their families can access if they are waiting for a Neurodevelopmental assessment or have received a diagnosis of a Neurodevelopmental condition. It contains information and resources that you may wish to look at, just scan the QR code on the right.

Neurodevelopmental - Betsi Cadwaladr University Health Board.



scan here for further information



What does Provision look like at St Mary's

The Graduated Response

Universal Provision - for all, including differentiation and a range of interventions that all can access. This may include a Universal Provision Plan as the teacher monitors the progress that your child is making.

Targeted Universal Provision - to assist learners who may need more targeted intervention to make progress. Small Step Plans are created by Teachers with advice from our ALNCo and in collaboration with parents. A designated TA will work on specific activities linked to targets if, at this stage, pupils are making limited progress we would call on outside agency support. This could include for example, speech and language, educational psychologist, literacy support.

ALN Determination - to assist learners to engage in a range of interventions to suit their learning need. This would include a school or local authority Individual Development Plan.

