



ALN Policy

Additional Learning Needs Policy Milton Primary School

Rationale:

Milton Primary School is committed to providing a high-quality education to all the children living in our local area. We believe that all children, including those identified as having additional learning needs (ALN), have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we identify children with ALN, meet the needs of our ALN pupils by ensuring appropriate additional learning provision (ALP) and what roles all staff, pupils and parents have in supporting children with ALN.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe in early identification of ALN as we know that early intervention is the most effective way to support a child in their life-long learning journey.

At Milton Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Our school motto 'Learn Together Achieve Forever' demonstrates our commitment to supporting all children in an inclusive environment to be the best that they can be, in the present within our school environment and beyond to future adult life.

Changing times

We are currently in a significant period of change as recently amalgamated Primary school, and as a new 'Code of Practise for Additional Learning Needs' is due to become legislation (expected to being roll out in 2020)

The current 'Code of Practise for SEN' is still at the forefront of our minds when planning provision for children with additional needs in school in line with the 'Graduated response'. However, we are also beginning to work towards the new Code, in line with Newport LEA's inclusion team's advice.

One major change is the term 'Special Educational Needs' being changed to 'Additional Learning Needs'. The draft 'Code of Practise for Additional Learning Needs' identifies ALN learners as:

- (1) A person has additional learning needs if he or she has a learning difficulty or disability 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 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 likely to be within subsection (2) when of compulsory school age (or would be likely to be, if no additional learning provision were made). (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 spoken at home.

Our ALNCo is Mrs Emma Lee. She has a postgraduate diploma in Specific Learning Difficulties, is a member of the British Dyslexia Association and has an MA SEN. She is a member of the Senior Leadership Team and her role in school is 'Inclusion and Wellbeing Leader'.

The ALN Governor is Alison Morrissey and is the Governor with an Equal Opportunities / Educational Inclusion brief.

Objectives:

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure that we at Milton Primary consistently adapt our approach to supporting pupils with ALN, in line with changes to legislation.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Additional Learning Needs.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide full access to learning opportunities through differentiated planning by class teachers, ALNCo, and support staff as appropriate.
6. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having ALN at all stages of the graduated response.
7. To ensure that pupils with ALN are perceived positively by all members of the school community, and that ALN and inclusive provision is positively valued and accessed by staff and parents/ carers.
8. To ensure that we can meet the needs of as wide a range as possible of children who live in our catchment area.

9. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
10. In line with Person Centred Practise, to involve parents/carers, school staff, outside professionals and the learner themselves, at every stage in plans to meet their child's additional needs.

Arrangements for coordinating SEN provision

- The ALNCo will include ALN on the agenda for staff meetings every week for staff to raise any queries, welcome feedback.
- Training for all staff will be arranged by the ALNCo as and when appropriate.
- At other times, the ALNCo will be alerted to any queries on an ad hoc basis by school staff, parents and any other professionals.
- All learners on the ALN register will have an IDP written and reviewed twice a year in January and July. Parent and pupil views will be sought as part of the writing process, with IDP's fully written ready for the next academic year.
- Children who are at school action + or statement stage of the ALN register will have an action plan created reflecting advice from an outside agency. This will be reviewed and a new plan written once a term.
- Provision for ALN will be co-ordinated by the ALNCo. This will be done in line with discussion with class teachers and other people working with the learners.
- ALNCo will attend APP (assessing pupil progress meetings) to inform provision also.
- Where necessary, reviews of action plans and IDP's will be held more frequently where the learner's needs require it.
- Targets arising from action plans and strategies planned on IDPs will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The ALNCo monitors planning for ALN and supports year group teams with curriculum planning.
- The ALNCo, together with the Senior Leadership Team will monitor the quality and effectiveness of provision for pupils with ALN through classroom observations and observations of children's books other learning logs and by listening to learners.
- ALN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the ALNCo and by trained learning support assistants (LSAs) throughout the school. This is funded from the school's annual budget which includes our ALN funding. The support timetable is reviewed at least annually, by the ALNCo, and the management team, in line with current pupil

needs, educational needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual and school ALN allocations from the LEA.

- Support staff, class teachers, ALNCo and outside agencies liaise and share developments to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

1. Baseline assessment results
2. National Curriculum descriptors for the end of key stage
3. Standardised screening and assessment tools
4. Observations of behavioural, emotional and social development
5. An existing Statement of SEN or IDP
6. Assessments by a specialist service, such as educational psychology, identifying additional needs.
7. Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, ALNCo and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in '**Criteria for Assessment**' (Newport City Council).

Differentiated Curriculum Provision

To make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

1. There has been little or no progress made with existing interventions
2. Additional support is required to develop literacy or numeracy skills
3. Additional support is required for emotional, behavioural or social development.
4. Additional support is required for sensory or physical impairments
5. Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.
3. Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the **School Action** plan for each child to have **individual targets**.
4. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.
5. The group may be taught by the class teacher and supported by a TA.
6. The responsibility for planning for these children remains with the class teacher, **in consultation with the ALNCo**.
7. A child receiving support at **School Action** will have an Individual Development Plan, written in collaboration with class teacher, parents and the child.

This document forms an individual record for the child and contains information about 'what's great' about the child, 'What's important' to the child, 'important things to know' about the child, 'What is working well' for that child's learning, 'What is not working' for the child's education and needs to be targeted and 'what's important for the future' to ensure the child makes progress in their learning and wellbeing. We use the LEA model with minor adaptations for this purpose.

Monitoring will be carried out on a regular basis by the class teacher in line with weekly marking and assessment. Significant achievements and difficulties will be recorded. The ALNCo will discuss progress after each assessment week in school to monitor and adjust

provision if necessary. Teachers can also discuss any concerns/positive outcomes with the ALNCo when necessary.

Individual Development Plans will be reviewed once a year, although some pupils may need more frequent reviews. Parent/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the ALNCo and school colleagues, in consultation with the parents/carers, may conclude what despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

1. Continues to make little or no progress in the areas of concern
2. Continues working at Foundation Phase outcomes or National Curriculum levels substantially below that expected of children of the same age
3. Continues to have difficulty in developing literacy and numeracy skills
4. Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning.
5. Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
6. Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A child receiving support at School Action Plus will have an Individual Action Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, the next stage of the graduated response is to apply for a 'Statutory Assessment' of a child's needs.

However, as Newport LEA are changing the way that funding for ALN in schools is delegated, they stopped accepting new requests for statutory assessment of children with needs less than 100% 1:1 support or a change of placement needed as of March 31st, 2017. Parents can still make a parental request for statutory assessment in line with the 'Code of Practise for Special Educational Needs'.

Individual Development Plans

For children whom School Action Plus is not sufficient to meet their needs Newport LEA are working towards 'IDP's' to take the place of statutory assessment. There are two different kinds of LEA IDP's – those which school use funds from their delegated budget to provide specific support and those which are funded from an additional budget to the school for that specific pupil. These IDP's are applied for and reviewed in a similar manner as for statutory assessment. Schools are only able to apply for LEA funded IDPs for children on one occasion a year, with funding then planned for the following financial year. Schools are no longer able to apply for in year funding for a child once budget has been allocated.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the ALNCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

All existing statements before March 31st, 2017 will still be reviewed annually and maintained in line with the child's needs in line with the Code of Practice.

The Schools Arrangements for ALN and Inclusion In-Service Training

- The ALNCo attends regular cluster meetings to update and revise developments in Additional Learning Needs and Inclusion.
- Meeting additional needs and Inclusion issues are targeted through the school's long-term goals and the School Development Plan. In-service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the ALNCo.
- All staff have access to professional development opportunities. The ALNCo will identify, in partnership with the class teacher and outside agencies, where additional training is needed at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the senior leadership team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The ALNCo meets with the 'Inclusion Link Team' once in Autumn and Spring term to discuss needs at a school, class and individual level. After the meeting, professionals are allocated to visit school to meet the needs discussed during the meeting.

The Educational Psychologist visits the school when needed following discussions with the ALNCo as to the purpose of each visit.

The LEA Advisory Teachers visit regularly to provide specific information, share resources and provide in-service training. This is also organised via the link meeting.

Specialist, direct teaching from outside services is used where we do not have the necessary in-house expertise – for example Specific Learning Difficulties service (in line with assessment criteria).

Teachers from the Sensory Impairment Service work in school to support children, both with and without Statements or funded IDP's, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IDP and action plan reviews.

The ALNCo liaises frequently with many other outside agencies, for example:

1. Social services
2. Educational Welfare Service
3. School nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. GEMSS
9. Hearing/Visual Impaired Services

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to seek consent of parents before their child is recorded as having additional learning needs. The ALNCo will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/ carers a child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Action plan targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All action plans and reviews will be copied for parents if required after the meeting. All records of reviews, action plans, IDP's and outside agency reports will be kept in a locked cupboard in the ALNCo's office, as well as a copy for reference in the child's classroom.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers can make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

We are working to create a close partnership with Flying Start. We have meetings termly to discuss children with ALN who are due to come to our nursery as a rising 3 or nursery pupil so we are aware of needs. We welcome additional visits from Flying Start pupils as often as is felt necessary and reasonable for nursery to accommodate during the term before they are due to start with us.

Nursery staff will meet with the ALNCo and concerns about particular pupils will be brought to the attention of the ALNCo during this meeting. Where necessary the ALNCo will arrange further meetings. More frequent transition visits need to be arranged for ALN pupils in line with need.

Children transitioning between year groups will receive extra transition visits as appropriate.

Class teachers of children joining from other schools will receive information from the previous school; if there is an ALN issue the ALNCo will telephone to further discuss the child's needs.

At transition to secondary school the ALNCo will discuss individual pupil needs with the receiving school and additional transition visits will be arranged as appropriate.

Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Class teachers will alert the ALNCo if there is a concern they would like discussed. Milton Primary Schools Child Protection policy is available which gives more detail about liaising with social services.

There are many voluntary organisations supporting ALN. The ALNCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

Staff at Milton Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Access Plan)

Milton Primary School is a single site school with an attached nursery. The school is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby to which there is currently no wheelchair access. There is suitable for wheelchair access to the main corridor from which all ground level classrooms can be reached.

There are currently bath and laundry facilities situated in the nursery. There is currently one toilet with disabled access situated in the Infant building.

We have made sure that there are good lighting and safety arrangements (for example markings on poles) for visually impaired pupils.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the Foundation Phase and National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting (unless their needs require it), and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that any extra-curricular activities do not exclude any pupils.

Any additional details of our plans for increasing access to the curriculum with targets are contained in our Access Plan where necessary.

Access to Information (see also School Access Plan)

If any children require information in formats other than print we aim to provide this for them.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Milton Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs can demonstrate their achievements appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

Children with additional learning needs are considered for admission to the school on the same basis as for children without additional educational needs. There are occasions where we would need to carry out a risk assessment if the child's needs are felt to lead to a risk to their own or other's wellbeing, to ensure that we have the adequate provision in place for a child to be fully included in school life.

Health and Safety and Wellbeing are paramount to staff at Milton Primary school. For this reason, if a child requests a place with us who has significant medical or physical issues, we will need to liaise with outside professionals such as physiotherapy, occupational health and other medical professionals to ensure we have adequate training, and the building is adapting accordingly to enable the child to access learning.

There are two (or sometimes three) reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children who are identified, prior to joining our school, as having additional learning needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with a Statement of SEN a Statement pending or a funded IDP will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The both the PSDWBCD area of learning in foundation phase and the PSHE curriculum in KS2 includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources when necessary.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

The staff at Milton Primary School are aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with any derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We try to make sure that we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimal use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional learning needs

Milton Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting where possible and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

The staff has on-going training opportunities on issues relating to communication and listening skills. The ALNCo and staff liaise closely with our speech and language therapist and Communication intervention team to support learners. The school achieved the 'Communication Friendly Schools' award in June 2017. See the schools 'Communication Policy' for more information regarding supporting children with Communication needs.

The school are working to gain accredited status of 'Autism Aware Schools.' This includes ensuring the school environment is calm and limits excessive stimulation to pupils with ASD,

Working with disabled parents/carers

Milton Primary School recognises that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the school hall which is accessible.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. large print. If required we can use regular telephone contact as a preferred method of communication.

Disability equality and trips or out of school activities

Milton Primary School tries to make all trips inclusive by planning in advance and using accessible places when necessary. School will always work with parents and carers to plan how a child can access a trip and alternative arrangements if the child's needs mean they will find the visit difficult.

All children are welcome to our after-school activities and reasonable adjustments are made to accommodate pupils with ALN when necessary.

Evaluating the success of the Schools ALN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this data to help us to plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining outcome 5 at the end of KS1 and level 4 at the end of KS2.
- A reduction in behaviour incidents

We will report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of ALN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

In January and July, the ALNCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment / funded IDP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to parents/carers will include the details of ALN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

In line with Professor Donaldson's review of provision for learners, Milton Primary School works in teams for each area of learning. We have created an additional team to the areas of learner, specifically responsible for Inclusion and Wellbeing at Milton Primary school. The team all have clear roles and responsibilities for Inclusion and wellbeing, including ALN. The team meets half -termly to review and plan provision in line with the SDP and needs based basis.

The ALNCo will meet with the ALN governor to discuss Inclusion and current SEN concerns. The ALN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to ALN provision and planning will be taken forward by the whole staff and use to build upon successful practice. Target setting for all pupils takes place daily, half-termly and within each Key Stage. Percentage targets are set for children to achieve outcome 5 at the end of Key Stage 1 and level 4 at the end of KS2. Targets are also set, for children identified as having additional learning needs. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

The policy itself will be reviewed annually by the school's senior leadership team and ALNCo.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the ALNCo, who will try to resolve the situation.

If the issues can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Parents can also access SNAP Cymru as an independent agency to support concerns about school ALN provision.