

**ADDITIONAL LEARNING NEEDS POLICY**

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| --- | --- |
| **Date of formal approval of the policy by the Governing Body:**  **Date the policy comes into effect:**  **Review date:**  **The person (s) responsible for its implementation:**  **Signed (Cadeirydd y Llywodraethwyr):**  **Signed (Headteacher):** | November 2019  November 2019  November 2023  Additional Learning Needs Governor(s) and Additional Learning Needs Co-ordinator  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Claire Lister  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Geraint Evans (Acting Headteacher) |

YSGOL AWEL Y MYNYDD

Cyffordd Llandudno / Llandudno Junction

**ADDITIONAL LEARNING NEEDS POLICY**

**DEFINITION**

The legal definition of Additional Learning Needs is defined in the 1996 Education Act as follows:

*A child has a learning difficulty if he or she:*

* *Has significantly greater difficulty in learning than the majority of children of the same age;*
* *Has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;*
* *Is under school age and falls within the definition above or would do so if additional needs provision was not made for the child.*

*A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.*

**PRINCIPLES**

This school aims to:

* Ensure equal curricular and social opportunities for pupils with additional learning needs (ALN);
* Effective co-operation with statutory agencies and others relating to the child and his or her difficulties;
* Work closely with parents to ensure an effective partnership to help the pupil;
* Emphasize the pupil's contribution and takes full account of their views; and
* Ensure a whole school response to help the pupil.

**AIMS**

Our school aims are:

* Provide a relevant, broad-based curriculum in a happy and caring environment where all pupils can develop and grow to their full potential regardless of ability.
* Provide for and support children with ALN to follow the whole school curriculum and ensure success and progression in line with their potential.

**OBJECTIVES**

* Ensure that there is a system in place at the school for the early identification of the child who has difficulties that may be hindering his / her education;
* Collect information from teachers, parents, the pupil and others to ensure that the nature of the child's difficulties is best understood;
* Ensure that the necessary provision is made for any pupil with ALN so that they have full access to a broad and balanced curriculum;
* Use assessment data to inform decision making;
* Allocating various resources to ensure pupils' needs are appropriately met;
* Seek the co-operation and support of parents and others in identifying and providing a service;
* Ensure that parents are informed and encouraged to participate in meeting their children's needs in partnership with the school;
* Appropriate use of teachers, other professionals, facilities and resources from inside and outside the school;
* Set individual targets and review them regularly;
* All pupils are actively involved and informed of their targets;
* Seek to ensure that all children gain confidence, independence and self-reliance in order to develop into confident and capable learners;
* All children are able to communicate, read, write and use number effectively with confidence according to their ability.

**RESPONSIBILITY FOR THE POLICY AND PROCEDURES**

**Role of the Governing Body**

The Governing Body:

* Identifies a member of staff to be the ALN Co-ordinator;
* Nominates at least one Governor with responsibility for ALN;
* Gives responsibility to the Headteacher to ensure that all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
* Ensure that ALN provision is of a high standard;
* Have regard to the Code of Practice in discharging its responsibilities;
* Reports annually to parents on the effectiveness of the school's ALN Policy;
* Responsible for ensuring that the school complies with all equality legislation;
* Nominate a designated Equality Governor to ensure that appropriate action is taken to deal with all incidents of prejudice or breaches of this policy;
* Responsible for securing funding in place to support this policy;
* Responsible for ensuring that this policy and all related policies are maintained and updated regularly;
* Responsible for ensuring that all policies are available to parents;
* Nominate a link governor to visit the school regularly, to liaise with the Headteacher and ALNCo, and to report back to the Governing Body;
* Responsible for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher:

* ensures that all school personnel, pupils and parents are aware of and comply with this policy;
* ensures the effective day-to-day management of ALN provision;
* works closely with the ALNCo, designated governor and teaching and support staff;
* ensures that the Governing Body is aware of their responsibilities for ALN provision;
* informs parents when ALN provision has been made for their child;
* provides leadership and vision in relation to equality;
* provides guidance, support and training for all staff;
* monitors the effectiveness of this policy;
* reports annually to the Governing Body on the success and development of this policy.

**Governor(s) with responsibility for ALN**

The Governors with responsibility for ALN are Mrs Anwen Brown and Mr Glyn Jones.

**Role of the ALN Governors**

The Governors:

* Work closely with the Headteacher and ALNCo;
* Keep this policy and other related policies up to date;
* Ensure that everyone associated with the school is aware of this policy;
* Report termly to the Governing Body;
* Report annually to the Governing Body on the success and development of this policy.

**Role and Rights of Parents**

We encourage parents to:

* To work closely with the school to develop a partnership that will support pupils with ALN. (See **Partnerships**)
* To participate in the review of Individual Education Plans (IEPs);
* To attend annual reviews.

**The Role and Rights of Pupils**

We work towards encouraging pupils with ALN to understand their rights and to participate in:

* assessing their needs;
* devise their IEPs;
* setting learning targets;
* an annual review of their progress and needs.

**ALN CO-ORDINATOR**

The Deputy Headteacher is the school's ALNCo and works very closely with Miss Fiona Jones, ALN Assistant.

**RESPONSIBILITIES**

**Responsibilities of the ALN Co-ordinator**

The ALN Co-ordinator:

* Determines the strategic development of ALN policy and provision with the Headteacher and Governing Body;
* Implements the policy on a day to day basis and work with the Headteacher and Governing Body to oversee the provision for pupils with ALN within the school;
* Leads the development of ALN across the school;
* Liaises and co-operate with teachers to analyse and assess pupils' needs and advise them on provision;
* Co-ordinates provision for pupils with ALN;
* Maintains school ALN records and regularly supervise and update the records of children with ALN;
* Monitors the quality of teaching standards of pupils' achievement;
* Sets targets for improvement;
* Works with class teachers to ensure provision is matched to children's needs;
* Helps establish IEPs in line with 'School Action' and 'School Action Plus' actions;
* Develops and maintain constructive relationships with parents of pupils with ALN;
* Liaises with teachers in charge of both units within the school and external support agencies, including teachers in specialist facilities, e.g., education, health, social, voluntary;
* Informs the Headteacher and Governing Body of developments as required and report annually to the Governing Body on the success and development of ALN.
* Organizes annual reviews;
* Organizes training for school personnel, keep a record of ALN In-Service Training (INSET), and feed training needs into the school development plan (SDP);
* Keeps up to date with new developments by attending courses provided by Education Services and other institutions;
* Transfers correspondence and information to relevant staff;
* Supports training for staff on training days and during directed time, as required;
* Manages the use of Teaching Assistants supporting pupils with ALN.

**Responsibilities of class teachers**

Class teachers must:

* Be aware of the school's policy for identifying and assessing pupils with ALN and the provision made for them;
* Comply with all aspects of this policy and ensure its implementation;
* Liaise with the ALNCo;
* Monitor and record progress;
* Identify pupils who make little or no progress regardless of the differentiated work provided;
* Work with the ALNCo and parents to gather and record information about the pupil(s) in order to move forward;
* Plan and develop appropriate IEPs for pupils with ALN by working closely with the ALNCo and support staff;
* Record on IEPs any additional provision required;
* Deliver the individual program for each ALN pupil as set out in their IEP;
* Evaluate the effectiveness of the individual programs for each ALN pupil as set out in their IEPs;
* Work with the ALN Co-ordinator to track the progress each ALN pupil is making against the targets in their IEP using the school's triangular tracking system, as follows:

/ Some progress has been made and the target needs to be continued or adjusted;

/\_ Commendable progress has been made but target needs to be continued;

**.**

/\_\ Target met; (Provide 3 examples of evidence);

/\_\ A dot is placed at the centre of the triangle if the pupil achieves beyond expectations. (Provide 3 examples of evidence).

* Receive the Teaching Assistants as team members in the classroom;
* Opportunities to attend consultations and review meetings;
* Undertake appropriate training.

**Responsibilities of the Governors**

The Governors of Ysgol Awel y Mynydd would like to ensure that:

* The ALN policy follows the requirements of the Code of Practice;
* The policy is readily available to all staff;
* The policy is clearly expressed and consistently applied;
* ALN records are maintained and kept up to date by all staff;
* The interests of all children with ALN are appropriately met;
* All staff are aware of the importance of identifying and providing for pupils with ALN.

**PROCEDURES FOR IDENTIFYING CHILDREN WITH ALN**

**Class teachers' responsibilities**

Class teachers' responsibilities in identifying ALN include:

* Observations;
* Produce individual programs for children with ALN in the form of an Individual Education Plan (IEP) containing achievable and measurable targets;
* Plan and differentiate according to the needs of children with ALN;
* Teacher assessments;
* Track and monitor the progress of ALN children against their targets;
* Discussions with the Headteacher, other staff or external agencies;
* Discussions with parents and pupils;
* Record and analyse the results of standardized assessments.

Other agencies, such as Speech and Language Therapists, Health Visitors, Sensory Support, Learning Support Service and other non-teaching staff, may also be involved in this process.

**Parents / Guardians**

Parents are encouraged to pass on information and concerns about their child's health and background.

The following procedures need to be followed:

**Initial action**

* Parents of all pupils identified with ALN are contacted and concerns are shared and discussed informally;
* Pupils' names are placed on the ALN list.

Information gathered about pupils' needs can cover learning difficulties, strengths, medical problems or emotional and behavioural difficulties.

This information is then used by class teachers / ALNCo to target areas of weakness and devise IEPs or Individual Behaviour Plans (IBPs).

**ADMISSION ARRANGEMENTS**

Admission arrangements are under the control of Conwy Education Services and apply to all children, regardless of any ALN.

The school admits pupils with ALN into the school by:

* Co-operating with the agencies in admitting a new pupil;
* Attending official meetings, such as statement reviews, for example, transferring from primary to secondary, moving from a special school;
* Holding discussions and receiving information, for example, moving from school to school;
* Discussing with parents;
* Dealing with the request in a positive manner and within the circumstances that exist within the school at the time in question;
* Provide sensitive and appropriate support to ensure that the pupil is included in all school activities in accordance with the Disability Rights Act and the Disability Act 2004.

**CURRICULUM**

All pupils with ALN follow the curriculum with other pupils. If difficulties arise, then:

* Individual attention is given within the class;
* Individual work is prepared by the class teachers - a curriculum differentiated to their needs;
* A range of teaching strategies are used to meet their needs;
* Collaboration with other children is arranged;
* Support agencies are consulted;
* Discussions are held with parents;
* An individual education plan for pupils is drawn up with a small number of targets, which closely match the pupil's needs.

**How are pupils with ALN included?**

The school will provide sensitive and appropriate support to ensure that the pupil is include in all school activities, as possible. The Disability Rights Commission (Schools) Code of Practice and the SEN and Disability Act 2001 are followed.

**IDENTIFYING, ASSESSMENT AND LEVEL OF INTERVENTION**

**Early Identification**

* We feel it is essential that pupils with ALN are identified early.
* All teachers in this school are responsible for identifying pupils with ALN.
* We will inform parents at the earliest opportunity of the school's concerns.

**Assessment**

At our school we quickly identify educational needs by:

* Obtaining evidence from teacher base-line observations and assessments;
* Look at pupils' performance against National Curriculum / Skills Framework level descriptions for 3 - 11 year olds.
* Ensure that standardized screening and assessment methods are known to all teachers. In Welsh, the *All Wales Reading Tests* and the *Prawf Glannau Menai* are used. In English, NGRT (reading) and HAST (spelling) is used. In Mathematics, the *Basic Number Test* is used.
* Being open and responsive when parents express concern, the pupil's own concern or concerns from other professionals.

**Intervention**

As stated in the Code of Practice, once pupils have been identified as having ALN the school will intervene by either:

* 'School Action' or
* 'School Action Plus'.

**School Action**

The indicator for 'School Action' is when:

* Concern is reinforced by evidence that a pupil is making little or no progress regardless of receiving differentiated learning opportunities;
* A child is working at levels significantly lower than others of a similar age;
* Child shows persistent emotional / behavioural difficulties;
* A child has sensory or physical problems that hinder progress;
* A child manifests communication and interaction difficulties, requiring specific individual intervention to ensure access to learning;
* A child highlights difficulties in developing literacy or numeracy skills;
* A child experiences sensory or physical problems, despite the use of specialist equipment;
* A child has communication and / or interaction problems, which persist despite curriculum differentiation.
* The class teacher, with the ALNCo, should gather all available information about the pupil and seek additional information from the parent / guardian before deciding on the action to be taken;
* The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual program that should be recorded in an Individual Education Plan (IEP);
* The ALNCo should take the lead in further assessing pupils' strengths and weaknesses, monitoring and reviewing provision.

A range of strategies shared with the pupil, parents and all staff are used to support the needs of ALN pupils at the 'School Action' stage, including:

* Different learning materials / strategies;
* Specialist equipment / resources;
* Some group / individual support;
* Undertaking staff development / training;
* Simple targets identified and monitored to assess progress.

The ALNCo will consider an appropriate approach such as:

* Provision of alternative materials or equipment;
* Use additional staff to work closely with the pupil;
* More effective strategies through staff development and training;
* Devise interventions and monitor their effectiveness by providing a timetable for additional adults;
* Local Authority support for advice on strategies and equipment or staff training;
* Consultation with parents;
* Advise and assist the class teacher;
* Ensure that an appropriate Individual Education Plan (IEP) is in place that will record strategies for pupil progress by focusing on approximately four individual targets that closely match the pupil's needs;
* Ensure that IEP reviews take place at least twice a year (September and February) and ensure that class teachers record the extent to which targets have been achieved using the school's triangular approach to tracking;
* Ensure that new IEP targets are set in the review ensuring new strategies are outlined;
* Ensure relevant background information is in place.

If in an IEP review it is considered that the pupil has not progressed, then the pupil should move to

School Action Plus.

**School Action Plus**

The indicator for 'School Action Plus' is when:

* A pupil makes little or no progress despite receiving an individual program under School Action.

This will happen despite receiving differentiated teaching and additional support on at least two IEPs and:

* Made little or no progress;
* Work at National Curriculum levels well below what is expected of a child of a similar age;
* Still face difficulties in developing literacy and numeracy skills;
* Shows persistent emotional and behavioral difficulties;
* Have sensory or physical problems, requiring additional specialist equipment and expert advice;
* Have communication or interaction problems that impede personal and social development.

The school will take steps to seek 'School Action Plus + Contract' or 'Statutory Assessment' support from the Local Authority if the child continues to be of concern and will require the support of an Agreement or Statement of Educational Needs Special provision is provided if the Local Authority feels that the child needs provision beyond what the school can offer.

Applications for this support will be determined by criteria through the Moderation Panel of the Special Educational Needs Joint Committee.

A range of strategies, shared with the pupil, parents and all staff, are used to support the needs of ALN pupils at the 'School Action Plus' stage, including:

* Consult specialists who will need to see pupil records. The ALNCo is responsible for co-ordinating this consultation process;
* IEP to record new strategies being implemented;
* As far as possible, all classroom support should be provided;
* Where out-of-classroom support is considered appropriate, this should be on a small group or one-to-one basis;
* Delivery of interventions is the responsibility of the class teacher.

**Statutory Assessments - School Action Plus and Additional Support**

A school or parents / guardians can request a statutory assessment of School Action Plus and Additional Support. The request is usually made following consultation meetings.

There should be written evidence of:

* IEPs on School Action and School Action Plus;
* Records of reviews and outcomes;
* National Curriculum levels and attainments in literacy and numeracy;
* Educational and other assessments;
* Views of parents and pupils;
* Involvement of other professionals.

**Statement of Special Educational Needs**

* The Local Authority's assessment will outline the child's special educational needs;
* It will state the special educational provision that will be made to meet those needs;
* Identify the type of school that the Local Authority believes would be appropriate to make such provision;
* It will identify the support that will be required through the help of external assistants / agencies.

The Annual Review:

* Assess the pupil's progress against the IEP targets;
* Review the provision made for the pupil;
* Consider ending, continuing or amending existing support / Declaration;
* Set new targets for the following year.

The Year 6 review, that is, when pupils leave primary school to secondary school, takes place in the Autumn Term to enable the receiving school to plan appropriate provision for it.

**RESOURCES**

The funding allocation for ALN is discussed annually with the finance panel and the designated Governor. The panel's findings and decisions will be shared with the full body and adopted when correct and appropriate.

In terms of specialist resources and equipment, we will spend out of allowance funding per capita.

**PARTNERSHIPS**

**Arrangements for partnership with parents**

The school recognizes the vital influence parents have on their children's educational progress. In order to ensure an effective partnership co-operation with parents is encouraged by:

* Paying professional attention to parents' concerns and discuss them at a reasonable time and at the first convenient time;
* Contact parents when deciding to take action to address learning difficulties through 'School Action' or 'School Action Plus' and seek their views and comments;
* Promote parental support where appropriate;
* Give professional attention to parents' views when drawing up individual education plans;
* Sharing information on sources of support;
* Making this policy in its entirety available for parents to read;
* Involving parents in regular reviews of their child;
* Providing a section in the School Handbook on ALN.

Pupils with ALN benefit from the school's close working relationship with the many external support agencies, which offer advice and support.

**Links with other mainstream and special schools, including arrangements for when pupils change or leave school**

The school has close links with schools in the catchment area and liaises with them when a pupil:

* Moving from a mainstream school to another mainstream school - contact for details;
* Transition from primary to secondary - information transfer, review meetings;
* Moving to a special school or back into the mainstream - discussions between the schools and the Special Educational Needs Joint Committee.

We also work with schools and receive catchment / county training.

**Links with supporting health services and agencies**

The support service within the Authority is available through the SEN Joint Committee.

Service provided by:

1. **The Educational Psychology Service**

**Specialist teachers** - language impairment, visual impairment, hearing impairment, physical impairment, pre-school service;

1. **Health Services**

We will refer to the school nurse - the nurse is a regular visitor and a point of contact with other personnel. We refer pupils for the help of Speech and Language Therapists and Occupational Therapists.

1. **Social Services**

The first point of contact is the Education Welfare Service to direct the school to the appropriate place. There is also a link with members of the Service which has been developed over a number of years. Contact is always made with Social Services directly at any time with urgent matters.

1. **Education Welfare Service**

The service offers guidance and support and directs the school to other agencies.

1. **Voluntary Organizations**

A list of sources of support is included at the back of the file: Special Educational Needs Code of Practice for Wales 2002.

1. **Child and Adolescent Mental Health Services** [CAMHS]

**INSERVICE TEACHER TRAINING**

The school's arrangements for ALN in-service training:

* The ALNCo identifies training needs and feeds into the School Development Plan;
* Applications for courses are submitted to the catchment area INSET Committee.

**RECORDING, MONITORING AND REVIEWING**

**Responsibilities of the ALN Co-ordinator**

The responsibilities of the ALNCo include:

* Monitor the progress of pupils with ALN by contacting the class teacher;
* Supervise record keeping.

**Responsibilities of class teachers**

The class teacher's responsibilities include:

* Maintaining the class ALN file;
* Checking and updating the class medical list;
* Recording progress towards meeting IEP targets;
* Reviewing IEPs twice a year (in September and February) and more regularly where appropriate.

**Parent / Guardian Involvement**

Parents / Guardians will:

* Increasingly involved in decision making, development of IEPs and target setting through regular review meetings;
* Have access to a member of staff to discuss any difficulties or concerns;
* Have opportunities to make decisions;
* Supported to understand the roles of other professionals through access to information in a format that will be understood.

**AVAILABILITY OF RESOURCES**

* Each year a proportion of the budget is allocated to purchase resources that will support the provision available to pupils with ALN.
* The school employs teaching assistants to support pupils in small groups or individually (see Appendix 1 for current details).
* Current resources include, for example:
* Online computer programmes and a variety of iPad apps;
* *Daily Diary* sessions;
* Direct Phonics;
* Standardised assessments;
* Numicon;
* “Number Connections” and Maths Diagnostic.
* These resources are stored centrally for all teachers to access in the ALN room in the office block.

**STAFF DEVELOPMENT**

Staff are informed and are involved in additional needs issues by:

* Regular staff meetings;
* Time is directed to discuss ALN issues with other staff / ALNCo;
* INSET from ALNCo, Literacy Support Service or other external support services.

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**Responsibilities of Teaching Assistants**

Teaching Assistants are responsible for:

* Directly supporting individuals or small groups of pupils;
* Contribute to the implementation of IEP targets;
* Contribute to the development of resources for pupils with ALN;
* Attend meetings as directed by the ALNCo;
* Report pupil progress to class teacher and ALNCo.

**Responsibilities of class teachers**

Working with the Teaching Assistants, the class teachers are responsible for:

* Meet regularly with the Teaching Assistants;
* Plan activities for Teaching Assistants to implement;
* Explain classroom routines, timetable and classroom management strategies.

**Responsibilities of the ALNCo**

The ALNCo is responsible for:

* Ensure joint planning time for the Teaching Assistants and the class teacher.

**LINKS WITH OTHER SERVICES**

The ALNCo co-ordinates links with a range of other services including:

* School nurse;
* an Educational Social Worker who works with the school to ensure good attendance for all pupils;
* Learning Resource Teachers;
* Learning Support Service teachers who provide support to pupils identified through a School Action Plus agreement;
* Inclusion / Inclusion teachers;
* Speech and Language Therapy Service;
* Educational Psychology Service;
* Autistic Spectrum Disorders Outreach Team.

**Arrangements for considering complaints about SEN / ALN provision**

A parent with a complaint may contact the following in the first instance:

* the class teacher;
* the ALNCo;
* the Headteacher;
* Parent representatives on Governors;
* the designated ALN Governor;

If these routes do not provide a solution to the complaint, then the parent may follow the school's Complaints Policy.

**Raising Awareness of this Policy**

We will raise awareness of this policy by:

* The school handbook;
* The school website;
* Meetings with parents - introductory meetings, transition, parent and teacher evenings and curriculum workshops;
* School events;
* Meetings with school personnel;
* Communicating with the home such as through newsletters;
* Annual reviews for parents and in the Headteacher ‟s report to the Governing Body.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the grounds of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has had its impact on equality, and we believe it is in line with the Act

Equality 2010 as it is fair, it does not prioritize or disadvantage any pupil and helps to promote equality in this school.

**Evaluation and Review**

When reporting annually to parents in the Annual Report the Governors of this school will refer to the following issues:

* What was the school's financial allocation for ALN and how was the funding used?
* How many children are on special needs or other ALN?
* How many children receive extra attention?
* What provision was offered during the year?
* What are the outcomes for these pupils, and is there an increase in their skills?
* Are the arrangements working effectively?
* Has an ALN ​​area / aspect self-evaluation been completed during the year, if so what are the findings? Have they fed into the school improvement plan?
* What are the Continuing Professional Development developments for staff this year? Has there been CPD input from an outside agency?
* What is the impact of this on pupils' attainment?
* What are the findings of questionnaires and the views of pupils and parents about their child's provision / progress?
* What were the conclusions of any external evaluation / consultation of ALN provision?
* Have there been any changes to the policy over the year? If so, what needs to be changed and adopted by the Governing Body?

**SUCCESS CRITERIA**

The following criteria will be used to evaluate the success of the policy:

* Everyone knows and uses the policy;
* Pupils with ALN are identified quickly;
* Parents / guardians are informed and, as far as possible, involved in supporting their child;
* Pupils are well informed and involved in identifying, monitoring and recording their progress;
* The provision provided is appropriate to the needs of the pupils:
* There are close links with the Inclusion / Inclusion Teacher and support services.

This policy is reviewed annually by the Headteacher, ALNCo and nominated Governor for ALN. Our Governors nominated for ALN are Mrs Anwen Brown and Mr Glyn Jones.

November 2019

**APPENDIX 1**

**Teaching Assistants (2019-2020)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Phase** | **Resource Units** | **ALN Assistants**  **(Nurture Group and Target Groups)** | **Incusion Assistants**  **(Ont-to-one with a pupil)** |
| Dosbarth Briallu  Miss Leanne Roberts  Dosbarth Lili Wen Fach  Mrs Dawn Lusted  Dosbarth Llygad y Dydd  Miss Tasha Hindes  Dosbarth Llwynog  Mrs Lena Berno Jones  Dosbarth Eryr  Miss Becca Jones  Dosbarth Sioncyn y Gwair  Mrs Sharon Johnston  Dosbarth Gwiwer  Mrs Ann-Marie Winfield | Gold y Gors (CS)  Mrs Rhian Roberts  Cnocell y Coed (CA2)  Mrs Elin Llinos Smith | Miss Fiona Jones  Mrs Karen Jenkinson  Miss Anwen Parry | Dosbarth Llygad y Dydd  Mrs Melissa Chegwin  Dosbarth Lili Wen Fach  Mrs Lynne Evans  Dosbarth Robin Goch  Mrs Liza Evans  Dosbarth Fflamingo  Mrs Margaret Hughes  Dosbarth Celyn  Mrs Ruth Belcher |

**APPENDIX 2**

**One Page Profile**

A one-page profile is a highly effective and powerful person-centered thinking tool used to help a pupil's teacher (s) get to know them better.

Focused around the child and parents, and reported from the pupil's perspective, it includes a summary of what is important to the young person, what they identify as its strengths and areas for development, and how to support it well under three simple headings:

* What people value about me;
* What matters to me; and
* The best way to support me.

All staff are given a copy to support them with their planning. This is then reviewed on a termly basis or more if required.

**Why use One Page Profiles?**

* One Page Profiles collect important information to enable teachers to personalize learning for all young people. This information enables teachers to be aware of their pupils' particular strengths, interests and support needs. Single 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 can make targets more meaningful and relevant to the young person.
* They are a vehicle for the young person to have a say in how they are supported in school, and to recognize their strengths and what is important to them as an individual.
* One-page profiles are also a way for parents / carers to share their knowledge and expertise on how best to support their child.
* They are a means of sharing information between staff, for example when supply teachers have to cover a class, and creating a smooth transition from one class to another by giving new teachers strategies to get the best out of each pupil. This is very useful in building positive relationships, as the teacher has prior knowledge of interests and strengths.
* One-page profiles grow and develop over the course of the school year and can form the basis for more detailed, person-centered plans.
* Can be adapted to reflect specific areas of a young person's life (see example of a one page profile in **Appendix 3**).

Information about the young person can be collected by:

* Use classroom activities specifically to develop parts of the one-page profile - for example the 'appreciation' activity where everyone has a piece of paper taped to their back and classmates write on everyone's paper what they think they like it about them.
* Develop them as part of the curriculum;
* Have one to one conversations using the fill in sheets to record information. Parents / carers and volunteers may be able to help with this.
* Start with posters. Young people can complete posters about themselves. These provide information for single page profiles.

Information can be collected from parents / carers by:

* Ask them to complete fill sheets that can be sent home.
* Have one-to-one conversations to get important information.
* Ask parents / carers to check and add to other contributions about how best to support their child. A parents' evening is one possible opportunity to do this.

**Who can develop One Page Profiles?**

The good thing about one-page profiles is that anyone can develop them and play a role in sharing their knowledge of a young person.

* It is essential that the class teacher fully understands the logic behind the one page profile and that this teacher incorporates aspects of information gathering into their planning.
* Parents play a vital role in sharing information and parents can volunteer to have the one-to-one conversations with young people to gather information.
* Young people are involved, not only in the development of their own profile, but also in the profile of other children.
* Parents, learning support assistants, teaching assistants or parents can volunteer to help by taking photos and uploading these pictures to the profile. They can also help to type in the information and then help the children choose appropriate graphics that match the information.

**Create a One Page Profile**

When collating the information gathered and putting it into a single page profile, here are some general points to remember:

* Write positively and respectfully, with enough detail so that people feel they know the person reading it, and know what to do to support the young person.
* Avoid generalizations - be as specific as you can (who, what and when).
* Write in familiar language and avoid terms such as 'entry'.
* Add pictures (photographs, clips) that reflect what is in the plan, and which was ideally chosen by the young person.

To complement the implementation of the proposed new ALN Code, it is intended that One Page Profiles will be rolled out across the school in the following order:

* Children attending the Learning Resource Units;
* Children receiving nurturing sessions;
* Children attending Foundation Phase target groups;
* Children attending Key Stage 2 target groups;
* All remaining children on the ALN register.

**APPENDIX 3**

**Example of a One Page Profile**

