



Additional Learning Needs (ALN) Policy

In accordance with Standard 4 NMS (2016): Meeting individual needs – Each child’s individual needs, including any special educational needs and disabilities, are planned for and provided for.

Happitots and Tinytots are committed to ensuring that the service is fully inclusive in meeting the needs of all children and families. This is embodied in our vision and values: ‘Bringing Out the Best in Each Other’...An inclusive, nurturing community, inspiring and celebrating bright futures for all.

We are committed to working within guidance set out in the following legislation:

- The Additional Learning Needs (Wales) Regulations 2021;
- The Education Tribunal for Wales Regulations 2021;
- The Education (Pupil Referral Units) (Management Committees etc.) (Wales) (Amendment) Regulations 2021;
- Independent Schools (Provision of Information) (Wales) (Amendment) Regulations 2021
- The Equality Act 2010 (Capacity of parents and persons over compulsory school age) (Wales) Regulations 2021.

Our Inclusive Practice includes, but is not exclusively:

- Welcoming and providing support as needed to staff, students and volunteers, parents/carers and visitors who have additional learning needs.
- Welcoming children with Additional Learning Needs who may be admitted (in line with our admissions policy) after full consultation with parents/carers, staff, referral scheme co-ordinators and any other relevant agency workers involved.
- Operate confidentially only sharing information with permission from parents or legal guardians.
- Using a person-centred approach to identifying communication and interaction needs, cognitive and learning including specific learning difficulties, behavioural, emotional, and mental health needs and sensory and or physical needs, early in a child’s developmental journey.
- We will follow the graduated approach and complete One Page Profiles and individual development plans in line with the ALN code and will keep records up to date on the electronic Powys TYFU system. Please see additional flowchart.
- Putting in place effective support and monitoring, for example use of the Foundation Phase Profile, Development journal and WELLCOMM. Using the Local Authorities TYFU Inclusions Platform to collate, monitor and track progress and the effectiveness of interventions.

- Adapting interventions to ensure they deliver desired outcomes.
- Informing parents/carers of relevant health and safety procedures prior to admission of a child, and by undertaking risk assessments as needed to ensure the best interests of the child are met.
- Giving consideration to disabilities and individual needs when arranging meetings, outings and events, and recording and taking action on any recommendations and decisions made.
- Operating an effective medication policy.
- We may request additional assistance via referral schemes and the Early Years Pupil Inclusion Panel for additional members of staff and when appropriate 1:1 support, assistance, and training.
- We will treat all children equally while respecting their individual needs and abilities.
- We have an inclusive philosophy and will not isolate children with learning needs. The individual needs of children will be considered when programme planning and the purchase of toys and other equipment takes place.
- Records of the child's progress will be maintained and reviewed regularly. Parental permission will be obtained before records are released on admission to any agency.
- Full co-operation will be given to all appropriate agencies i.e. therapists, health visitors, portage workers etc, in order to meet the needs of each child, (subject to parental permission).
- The privacy of all children will be maintained at all times-particularly when intimate care is being provided.
- We will endeavour to arrange for staff to attend relevant training to help meet the needs of children with additional learning needs. This will form part of the Training Review and Individual professional development targets.
- Where external agencies are involved, all Covid 19 regulations will be adhered to.

Roles and Responsibilities

Responsible Individual and Setting Leaders

The role of the settings' managers is to:

- Ensure that the setting is following the Additional Learning Needs Education Tribunal (Wales) Act 2018 and The ALN Code of Practice for Wales 2021 in relation to all aspects of ALN;
- Ensure this ALN policy is adhered to;
- Ensure the correct procedures are followed to support children with ALN;
- Ensure the setting is kept up to date with changes to ALN legislation;
- Ensure staff attend training to upskill in areas of ALN.

ALNCO

The role of the Lead ALN Practitioner is to:

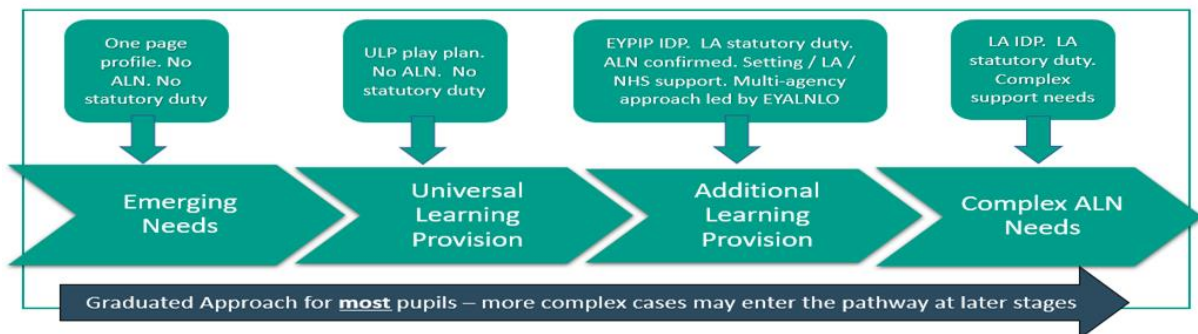
- liaise with parents and other professionals in respect of children with additional learning needs including the next step of a child's education;
- advise and support other team members in the setting;
- ensure that appropriate interventions are in place for each child;
- monitor interventions and review them as necessary;
- ensure that appropriate records including background information about individual children with ALN are collected, recorded and updated;

Setting assistants/ key workers

The role of childcare/ key workers is to:

- provide support for children on a daily basis;
- identify children who are showing signs of difficulties within the setting;
- highlight these concerns to the lead ALN practitioner;
- liaise with the lead ALN practitioner for advice and intervention strategies;
- plan and deliver group (or if appropriate, individual) activities to support certain areas of concern;
- help children to engage in activities in a safe manner;
- keep a record of progress and strategies used

The Graduated Approach followed when identifying and addressing a child's additional learning needs



This Additional Learning Needs Policy was adopted by:

Wendi Terry (Registered Individual) and
Welshpool Church in Wales Governing Body

Date: November 2023

To be reviewed: November 2024

Signed: Wendi Terry