



Inclusion Protocol

Date: September 2023

Review date: September 2024

Version: 1

Introduction

How was this protocol created?

- This protocol was created in partnership with the Senior Leadership Team, Additional Learning Needs Coordinator (ALNCo) Cluster Leads, the Additional Learning Needs (ALN) Governor, representative staff, parents / carers and children / young people. It reflects the statutory guidance set out in the ALN Code (2021).

How is this protocol evaluated?

- This protocol is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.
- The ALNCo, Headteacher and Governing body annually evaluates effectiveness against the principles and objectives set out in the protocol.

How can parents access this protocol?

- Parents can see a copy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need it to be made available to you in a different format).

Context

This protocol complies with the statutory requirement laid out in the ALN Code (2021) and has been written with reference to the following related guidance and documents: **for example**

- Equality Act 2010:
- Safeguarding policy
- Admissions policy

Ethos / Rationale Statement

At YSGOL BRO DYFRDWY all learners are valued as individuals and their varying needs are addressed sensitively and effectively. We aim to ensure that each learner receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

YSGOL BRO DYFRDWY is committed to the successful inclusion of all learners including those with Additional Learning Needs. At our school, every teacher is a teacher of all learners, including those with ALN.

At YSGOL BRO DYFRDWY every learner is equal, valued and unique. We aim to provide an environment where all learners feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

YSGOL BRO DYFRDWY is committed to providing an education that enables all learners to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Aims and Objectives

- To develop effective whole school provision
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for all learners including those who have ALN with learners and their families at the centre.
- To provide a curriculum that is broad and balanced to engage all learners at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for all learners including those with ALN
- To enable all learners including those with ALN to achieve their potential
- To ensure the learner is fully engaged in decision making with the support of their family (where appropriate)
- To take into account the views, wishes and feelings of learners supported by their families (where appropriate)
- To provide advice and support for all staff working with learners including those with ALN

Partnership with families

The learner is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our learners and recognises the importance of a partnership between home and school. Parents are kept informed of learner's progress and are encouraged to play an active part in learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher who will inform the ALNCo if necessary. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare

Provision

Overview

At YSGOL BRO DYFRDWY we adopt a "high quality teaching" approach. High quality teaching, differentiated for individual learners, is the first step in supporting learners to reach their potential .

The key characteristics of high quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of learners
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

Assess, Plan and Do

Where it is decided to provide a learner with support, we will talk to the parents and child. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher will remain responsible for working with the child on a daily basis.

Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed on the agreed date. The class teacher or subject teacher, working with the ALNCo, will revise the support in light of the learner's progress. If a learner does not make expected progress over a sustained period of time school will seek specialist expertise and may require an ALN consideration. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, when appropriate, Social Services and Looked After Children Team.

Universal Support

It is expected that the majority of learners will be supported at the Universal level and this will be primarily classroom based and could include differentiated work

Universal Targeted

Where there is an identified lack of expected progress, there may be the need to put in place some interventions / strategies that target the child or young person's area of weakness.

Additional Learning Provision

Where it is deemed that a learner has ALN and needs Additional Learning Provision (ALP), and Individual Development Plan will be put in place. As part of the ALN consideration process, the type of ALP will be determined.

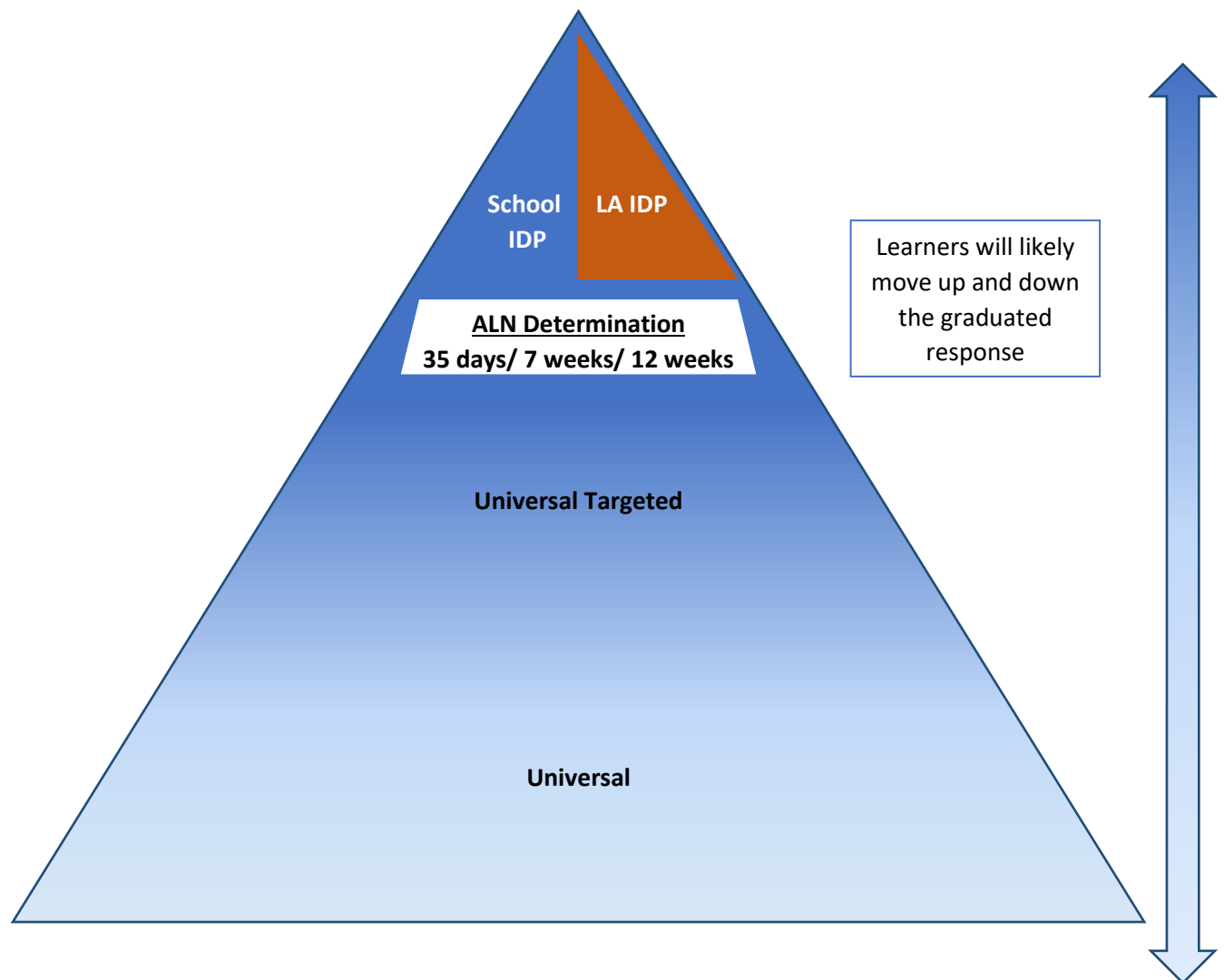
Definition of ALN

2.3. Section 2 of the Act defines the term 'Additional Learning Needs' (ALN), as set out below (ALN Code, 2021, p. 28):

1. *A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.*
2. *A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—*
 - a. *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - b. *has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.*
3. *A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.*
4. *A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.*

Supporting learners' IDPs

Formal review meetings will take place as required but at a minimum annually, where parents and learners will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the learner's IDP.



Graduated Response

Volume Of Learners	Graduated Response Level	General Principles	Inclusion Provision
Majority Of Learners	Universal	General differentiation and reasonable adjustments	Reasonable adjustments High quality differentiation Booster groups General support

Some Learners	Universal Targeted	Individualised differentiation / Targeted time limited intervention / criteria driven provision	DSOS / Early Years Outreach Team Short term interventions
Minority Of Learners	Additional Learning Provision (requiring an IDP)	Sustained provision to allow access to learning <i>(may include provision from Universal/Targeted if it is needed long term to allow access to learning)</i>	YTM / YPB / Secondary PRU Long term interventions

Graduated Response Level	Inclusion Teams Involved	Documents / Recording needed
Universal	TEAM AROUND THE SCHOOL / Teachers / Family Link Workers / TAs / Learning Mentors / ALNCo / Educational Psychologists (EP)/ TRAC / Families First / DSOS Team / ALN Officers / Young Persons Counselling Service / SALT / CAMHS / Schools inreach project team	<u>General / Team Around the School</u> School Tracking / Learning Record (individual targets) / One Page Profile
Universal Targeted	SSLDT / DSOS Team / EP / YTM Outreach	<u>Outreach Services</u> 'Learner Profile' / Request for Involvement form
Additional Learning Provision (requiring an IDP)	Specialist teachers / ALN, DSOS, EY, DT Specialists / Specialist Provision / Education Welfare Officers / Independent Review Officers(LAC) / Specialist Health Professionals / SNAP (independent dispute resolution service) / Children's and Adult Officers / EP	<u>School Decisions</u> ALN Consideration <u>Panel Decisions</u> ALN reconsideration / consideration / change of provision requests

School Level Provision

<u>Llangollen Cluster</u>
<u>Universal (in class)</u> COGNITION AND LEARNING Headsprout, , TA group support, wordshark, stairway to spelling, direct phonics, read write inc, direct phonics, saf meds, RM maths, reading 1:1, group reading, LANGUAGE AND COMMUNICATION Ginger bear, narrative therapy, visual timetables, Elklan strategies, Alex Kelly/social groups, clicker ESBD Elsa sessions, Alex Kelly, mentor, nurture group, school based counsellor, unearthing, growth mindset, classroom arrangements/good class management, home school diary, seasons for growth. Drawing and talking.
<u>Universal Targeted (SMART TARGETS)</u> Specific, Measurable, Achievable, Relevant, and Time-bound. COGNITION AND LEARNING Acceleread, accelewrite, catch up reading, catch up numeracy, toe by toe, PAT, targeted TA support on a programme for example – targeted small group work for a term, precision teaching, LANGUAGE AND COMMUNICATION The above plus (this will be ‘the below plus’ when written in the triangle) following an ICP, outreach from SSLDT, lower level communications aids ESBD The above plus home school diary, outreach from BSS, ASD outreach, Ti’r Morfa, Plas Brondyffryn Outreach
<u>Additional Learning Provision Pupils with an IDP</u> COGNITION AND LEARNING Part or full time TA support, long term access to varied interventions, modified curriculum. LANGUAGE AND COMMUNICATION Placement at unit, more, higher level communication aids ESBD Off site education/PRU/continuous outreach from BSS and multi agency planning such as using the ASD outreach service and BSS and EP and CALDS input for prolonged periods of time/duration of primary school education.

Learner Participation:

The views of all learners are valued and are supported to be involved in decision making and to be able to express any concerns.

Supporting learners with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place.

Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD. The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Monitoring and Evaluating

Meeting the needs of all learners is a matter for the school as a whole and the provision is monitored and evaluated regularly.

Admission Arrangements

Please refer to the information contained in the school's Admissions Protocol which can be accessed on the school website.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school, learners, and families will be fully involved in the planning for the transfer to the new setting. Key information will be shared with the next school /setting through the review process.

Looked After Children (LAC)

The designated teacher works to ensure that arrangements are in place for supporting learners that are looked after.

Role and Responsibilities

Governors will ensure that:

- The necessary provision is made for all learners.
- All staff are aware of the need to identify and provide early intervention to support learners who may be experiencing difficulty.

- All learners with ALN join in school activities alongside other learners, so far as is reasonably practical and compatible with their needs and the efficient education of other learners.
- Parents are notified if the school decides to put in support for learners.
- They are fully informed about ALN issues, so that they can play a major part in school self-review
- Termly meetings between the ALNCo
- The Inclusion Protocol is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approval by the Full Governing Body

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for all learners.
- Keeping the governing body informed about Inclusion issues.
- Working closely with the ALNCo.

Role of the ALNCo in Ysgol BRO DYFRDWY

A full description of the role of the ALNCo is in the ALN Code (2021). The below is an high level overview:

The role of the ALNCo

8.7. While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met. The role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team⁴. This will support the education setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

8.8. To support the ALNCo, the senior leadership team should advise, support and challenge the systems and processes of the education setting to identify and meet the needs of the learners. The local authority may support the role of the ALNCo, including providing guidance where appropriate.

8.9. The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting. ALNCoS should be actively involved in decisions around budgets and resources to help plan appropriate provision.

8.10. ALNCoS are not expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning support staff can aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

In addition to the role and responsibilities set out in the ALN Code (2021) in Ysgol BRO DYFRDWY..... the ALNCo also coordinates:

- reference to supporting learners at the universal level as needed/requested by staff.
- guidance on who to contact in the school if there are any concerns of ALN or learners in need of support. This could be for parents and/or staff
- *Overseeing the day to day operation of the school's Inclusion protocol.*
- *Co-ordinating the provision for learners who may need support.*
- *Supporting class teachers in devising strategies, setting targets appropriate to the needs of the learners, and advising on appropriate resources and materials for use with learners who may need support and on the effective use of materials and personnel in the classroom.*
- *Liaising closely with parents of learners who may need support.*
- *Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents*
- *Maintaining the school's provision records register and records*
- *Liaising with the ALNCoS in receiving schools and/or other schools to help provide a smooth transition from one school to the other*

Class teachers are responsible for:

- Providing high quality teaching for all children setting high expectations which inspire, motivate and challenge learners.
- Assessing learner's level and planning appropriate adjustments, interventions and support to match the outcomes identified for the learner.
- Regularly reviewing the impact of these adjustments, interventions and support, including learners with ALN in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the learner.
- Making themselves aware of the school's Inclusion Protocol and procedures for identification, monitoring and supporting learners who may need support
- Directly liaising with parents of learners who may need support
- Managing behaviour effectively to ensure a good and safe learning environment

Teaching Assistants (TAs) are responsible for:

- Supporting groups or individual learners in accessing the curriculum under the direction of the class teacher and/or the ALNCo.
- Providing feedback to the class teacher regarding progress.
- Providing feedback to the class teacher and/or the ALNCo as appropriate, regarding learners' progress in achieving targets.

- Delivering (and reporting back on) specific intervention programs under the direction of the ALNCo and/or class teacher.

Complaints Procedure

Complaints follow the appropriate complaints procedure.

Key people within the school

ALN Governor : Llio Davies

Designated Staff with specific Safeguarding responsibility: Bethan Fell & Sion Williams

Member of staff responsible for Looked After Children (LAC): Bethan Fell

ALNCo name: Heledd Rees

ALNCo contact details: TEL: 01490 412 500 e-mail:

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