



Additional Learning Needs (ALN) Policy

Statement of intent

At Ribbons Preschool we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the preschool's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs, any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the preschool according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice for Wales on the identification and assessment of any needs not being met by the universal service provided by the preschool
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a setting Additional Learning Needs Co-ordinator (ALNCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN)/ Additional Learning Needs (ALN) and the SEN Code of Practice for Wales
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. more able and talented children are also supported
- Share any statutory and other assessments made by the preschool with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the preschool day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

PRENSCHOOL LTD

Our setting Additional Learning Needs Coordinator (ALNCO) is Kate Watkins-Freeman

The role of the setting ALNCO is to take the lead in further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with colleagues, and in monitoring and subsequently reviewing the action taken. The setting ALNCO should also ensure that appropriate records are kept including a record of children at Early Years Action and Early Years Action Plus and those with statements. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2004).

She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the additional learning needs practice and policy of the preschool, always making sure plans and records are shared with parents.

Methods

We will:

- Identify a member of staff to be the setting Additional Learning Needs Coordinator (ALNCO) and share her name with parents
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the preschool
- Ensure that our inclusive admissions practice includes equality of access and opportunity

- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs)/ Individual Development Plans (IDPs) for children with learning difficulties and/or disabilities and discuss these with parents
- Review IEPs/IDPs regularly termly and hold review meetings with parents at this time
- Ensure that children with learning difficulties and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our ALN policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Use a Common Assessment Framework (CAF) / Joint Assessment Family Framework (JAFF) (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our ALN provision by collecting information from a range of sources e.g. IEP/IDP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Additional learning needs code of practice

The preschool has regard to the statutory guidance set out in the Special Educational Needs code of practice for Wales (2004) to identify, assess and make provision for children's special educational needs. The Code of Practice for Wales recommends that our preschool should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our preschool has identified a member of staff as a setting ALNCO who will work alongside parents to assess the child's strengths and plan for future support. The setting ALNCO will ensure that appropriate records are kept according to the Code of Practice for Wales.

Early Years Action

Where a practitioner or setting ALNCO identifies a child with special educational needs, the preschool will assess and record those needs and provide a number of key actions to help the child. As part of this process the preschool will consult with parents and seek any additional information from professionals.

Early Years Action Plus

This is where a practitioner or setting ALNCO, in consultation with the child's parents, decide external support services are required, usually following a review of current strategies. The preschool will share its records on the child with those services so that they can advise on any IDP targets and appropriate strategies to help the child. It is at this point that the Early Years Forum will be involved.

The Early Years Forum

The Early Years Forum is a multi-agency meeting where professionals from Health, Education and Social Care work together to plan, monitor and review children with Additional Learning Needs and Disabilities under compulsory school age who are not attending a maintained school setting. A child may be referred to the Early Years Forum when a professional and/or a parent/carer has a concern that the child may have Additional Learning Needs or a disability that hinders them from accessing the same opportunities of children of a similar age.

Statutory assessment

If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the preschool, in consultation with the parents and any external agencies already involved to request a statutory assessment by the local authority. This may lead to the child receiving a statement of additional learning needs.

Individual Development Plan (IDP)

An IDP is a statutory plan maintained by the local authority that sets out a description of a child or young person's ALN, the additional learning provision (ALP) called for by their learning difficulty or disability, and other associated information. The IDP is intended to be a flexible document that will vary in length and complexity depending on the different needs of the child and the way in which an individual child's needs develop and change over time.

For children aged 0-3 the IDP will be created by the local authority – in the VOG this is the Early Years Forum. For children aged 4-16 the IDP will be created by school or the LA.

An IDP will be reviewed annually (within 12 months) following the person-centred review model of communication and participation. If you or your child wishes, you can request an earlier review. Also, your child's school, college or the local authority may decide to review an IDP earlier, they will let you and your child know, and agree where and when the review takes place.

This policy was adopted on: 23.08.19

This policy was amended on: 09.01.2020

Signed on behalf of the preschool: K.Watkins-Freeman

Date for review: 09.01.2021

Policy reviewed:09.01.2021

Date for review: 09.01.2022

Policy reviewed:09.01.2022
Date for review: 09.01.2023

Policy reviewed:14.09.2022
Date for review: 14.09.2023

Policy reviewed:14.09.2023
Date for review: 14.09.2024

