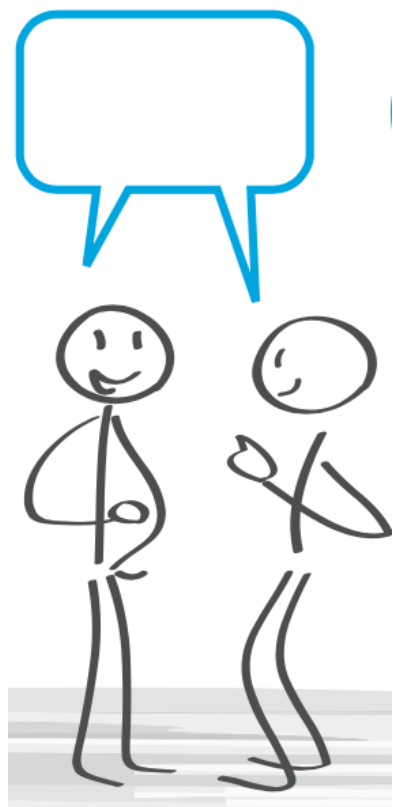


Porthcawl
Comprehensive
School
Access to Education
Department





Aims of this evening:

Meet the team

A better understanding of what we do.

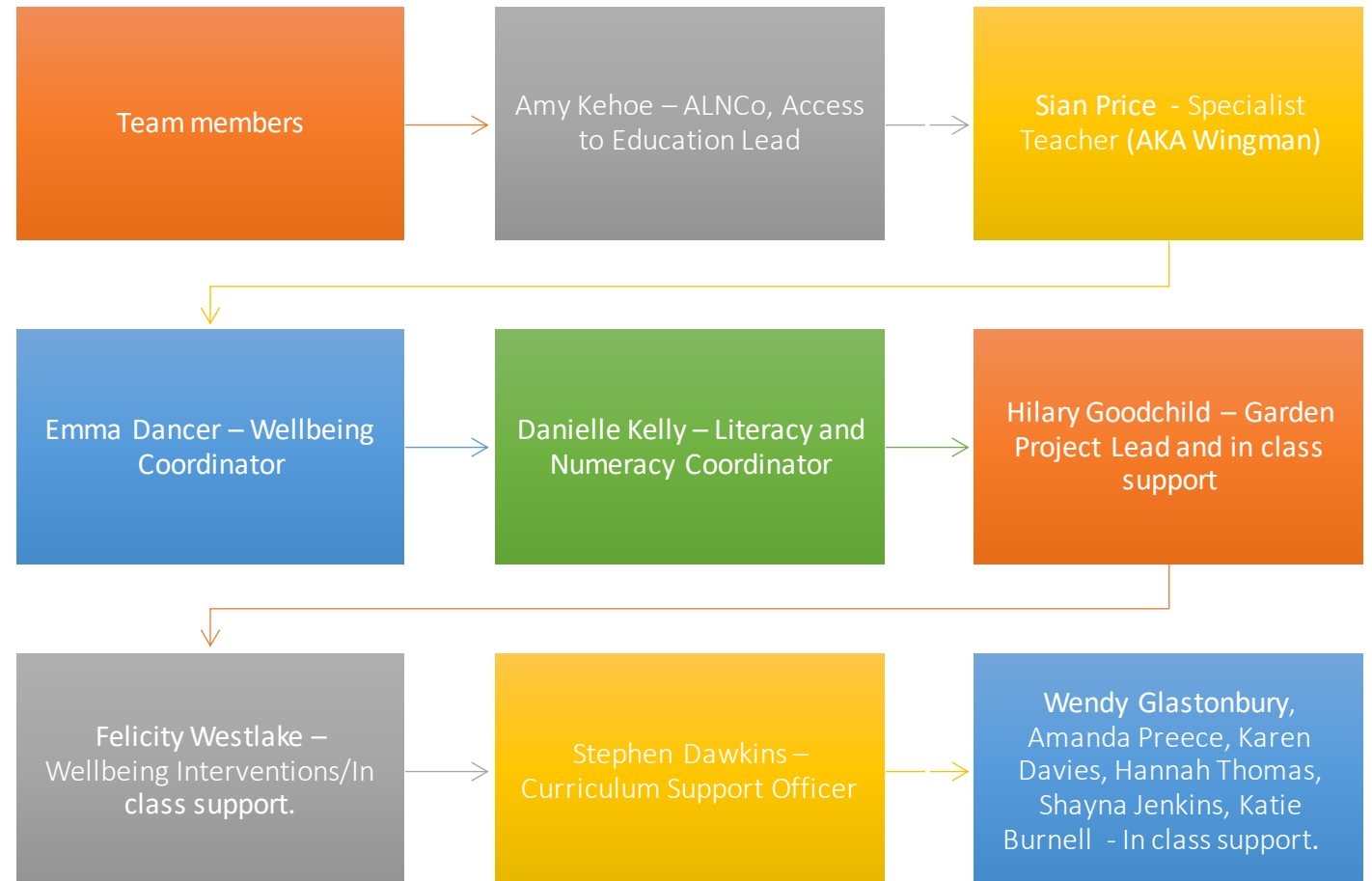
An understanding of our ALN framework.

Inform you of changes this year.

To ask questions

Network with other parents.

Access to Education Team



Student Support Team



TEAM MEMBERS



CERI ANN PAINTER –
DEPUTY HEAD AND
SAFEGUARDING LEAD



SARAH MORGAN –
STUDENT SUPPORT
MANAGER



PETE CROUCHER –
SAFEGUARDING/
WELLBEING OFFICER



JESSE – OUR THERAPY
DOG

What is the definition of ALN? (Stage 3)

As part of the Additional Learning Needs Educational and Tribunal (ALNET) (Wales) Act 2018 the Welsh Government has replaced the term 'special educational needs' (SEN) with 'additional learning needs' (ALN).

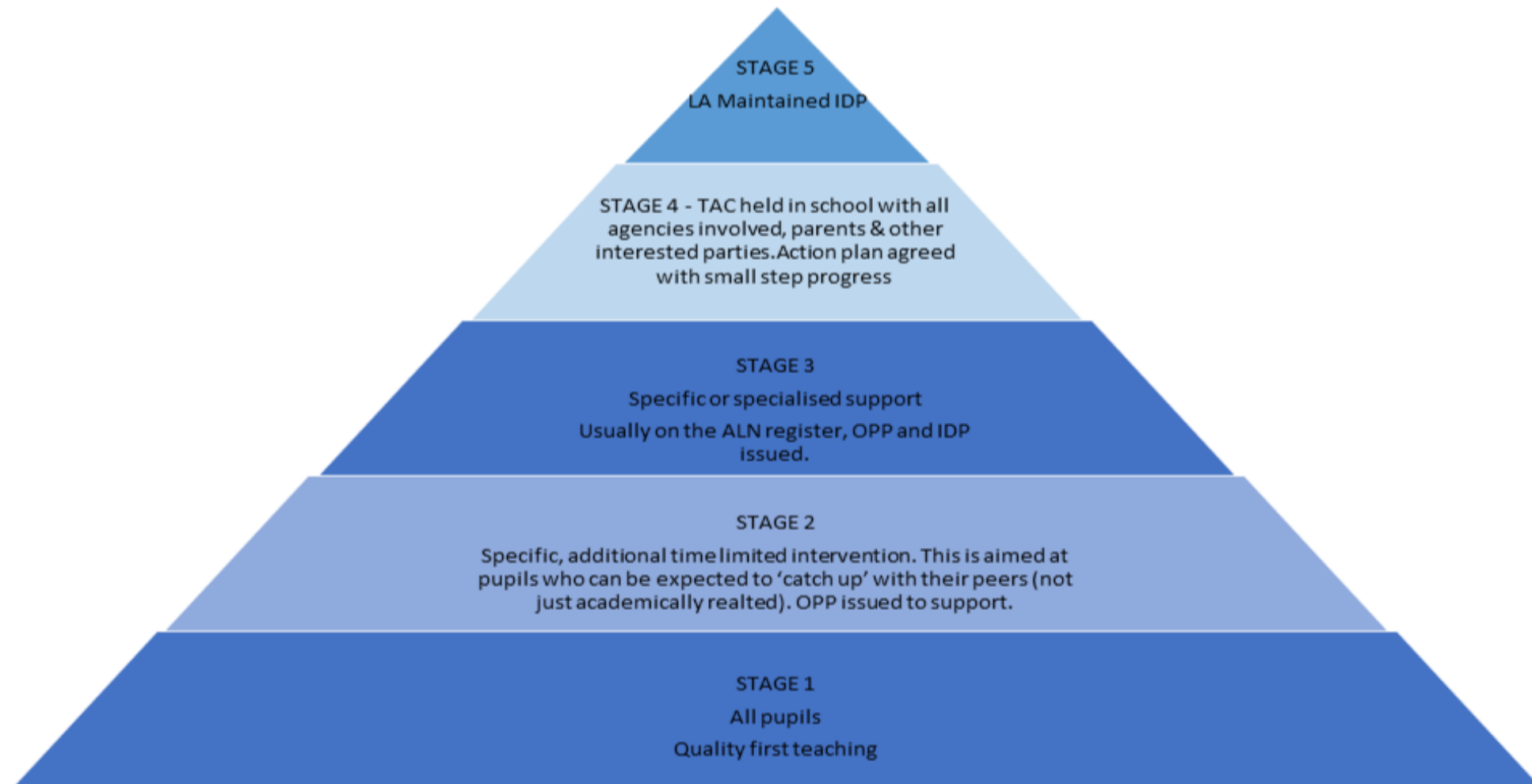
However, the definition of ALN will be very similar. It will cover those who:

- 👤 have a significantly greater difficulty in learning than the majority of others of the same age or
- 👤 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.

The Act introduces a clear duty on local authorities to support you as parent/carers and your child to contribute to the planning for additional learning needs.

'Information and transparency are key to empowering individuals, providing them with greater clarity about what to expect, how to participate and how to access help'.

Overview of our ALN Stage Approach



What do we offer
your child at PCS?
What is readily
available?

Having 1 or more of the below does not mean your child has an ALN (Stage 2)

ELSA/ Thrive Support

Social Skills and/or ASD Support

Resilience building through our Garden Project

Organization Support

Speech and Language Support.

Curriculum adjustments

Literacy and Numeracy

One Page Profile

Home – work club.

Art lunch time club

In class support (where capacity allows)

OUR PROVISION MAP

LAC/SGO	FSM	EAL	ALN Status	Primary Need (1)	Need (2)	Need (3)	IDP	OPP	Pen Portrait	1PP (Y/N)	Review and by who:	TA total support hours weekly	SpLCD	Literacy Intervention	Numeracy Intervention	Curriculum Support	Toilet Pass	Thrive	Social Skills	Animal Assisted Therapy (AAT)	ELSA	Time Out Card	IMPACT Sessions
			Stage 2	BESD	Literacy	SAL		OPP			AK/SP		Yes	Yes									
			Stage 1	ASD pathw	BESD			CD OPP 1.docx (sharepoint.com)			FT							Primary					
CP Reg			Stage 1	BESD				Required			ED							Primary					
			Stage 1	VP				VP OPP			FT												
			Stage 2	ASD pathw	Ticks			LZ OPP1			PC										Y		
			Stage 2	SAL				OPP					Yes										
			Stage 1	Medical	Processing difficulties			Monitoring															
			Stage 2	BESD							SMo										Y		

Development 23 - 24

Continue with Speech and Language intervention – link with English Dept to trial strategies used to improve SAL skills. This will be trialed with a class – pre and post testing.

Parent portal link shared with parents of pupils receiving support for speech and language to access resources and advice

Analysis and monitoring of pupils with scores below 75 who will need a speech and language referral

Accelerated reading - involve parents

Report system in line with the 4E's for literacy & Numeracy as well as wellbeing.

Lucid Exact (online testing) to support EAA – there are too many to do 121 testing.

Wellbeing interventions to become more diagnostic, e.g, anger management, emotional literacy, anxiety.

Development Continued

Extra 10K in ALN fund to spend.

New Neurodevelopmental training for staff scheduled for Nov INSET as this is increasing on the Provision Map.

Continue to encourage staff to use Graduated Response – training for new staff and to form part of new staff mandatory training with RA.

ALN surgeries/training - specific training for departments.

Strong links with cluster and new formed links to support quicker referral onto ND pathway, as well as stronger parent links from Y6.

Successful ALN parents evening will continue.

Joining with Helping Hands coffee morning.

Garden Project GCSE with Agored Cymru – new GCSE in line with garden.

New outdoor forest schools for anxious learners to begin.

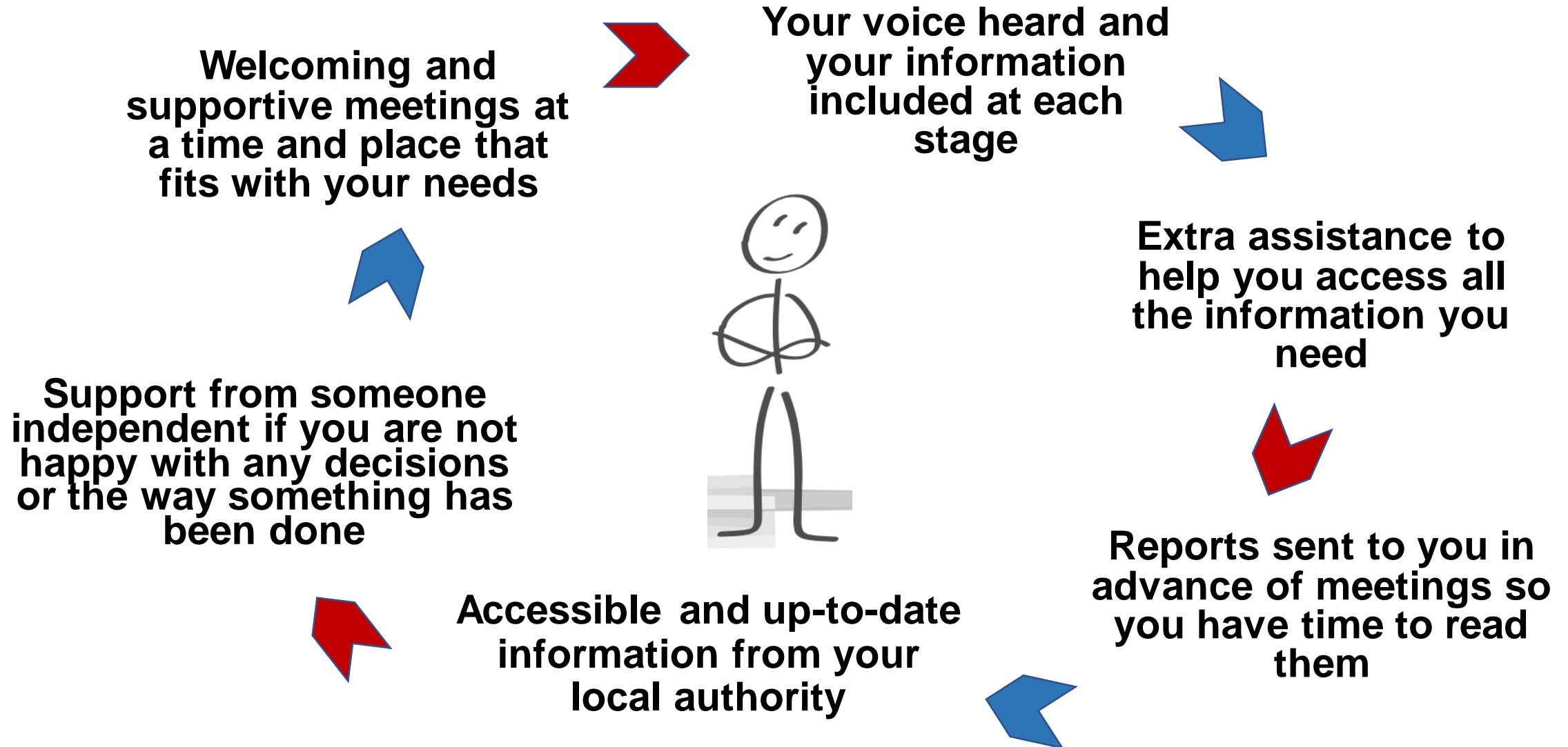
Continuation of Ospreys project

What the draft ALN Code says about parents and carers...

- Parents hold key information and have a critical role to play in their child's education.
- They have unique strengths, knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them.
- There should be no presumption about what parents can or cannot do to support the child's learning.
- All parents have a right to participate in decisions about their child's education and a positive attitude towards including parents should be adopted.

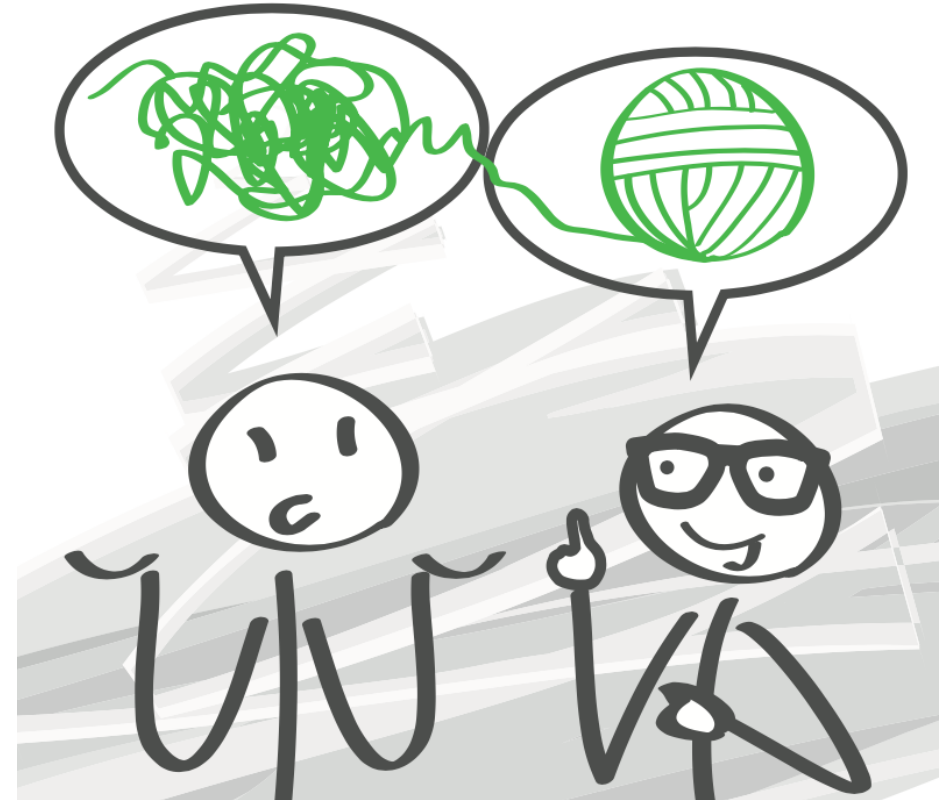
In short, families are essential in helping the school make decisions about what help a child needs.

What a family can expect from their school and local authority....



What are the potential barriers you may face as a parent/ carer in this process?

- Understanding specific educational / health jargon including acronyms
- In most cases it will be the first time you will go through the process which means you are learning about the process as you go along
- Sometimes there are multiple professionals or agencies involved and this can feel stressful



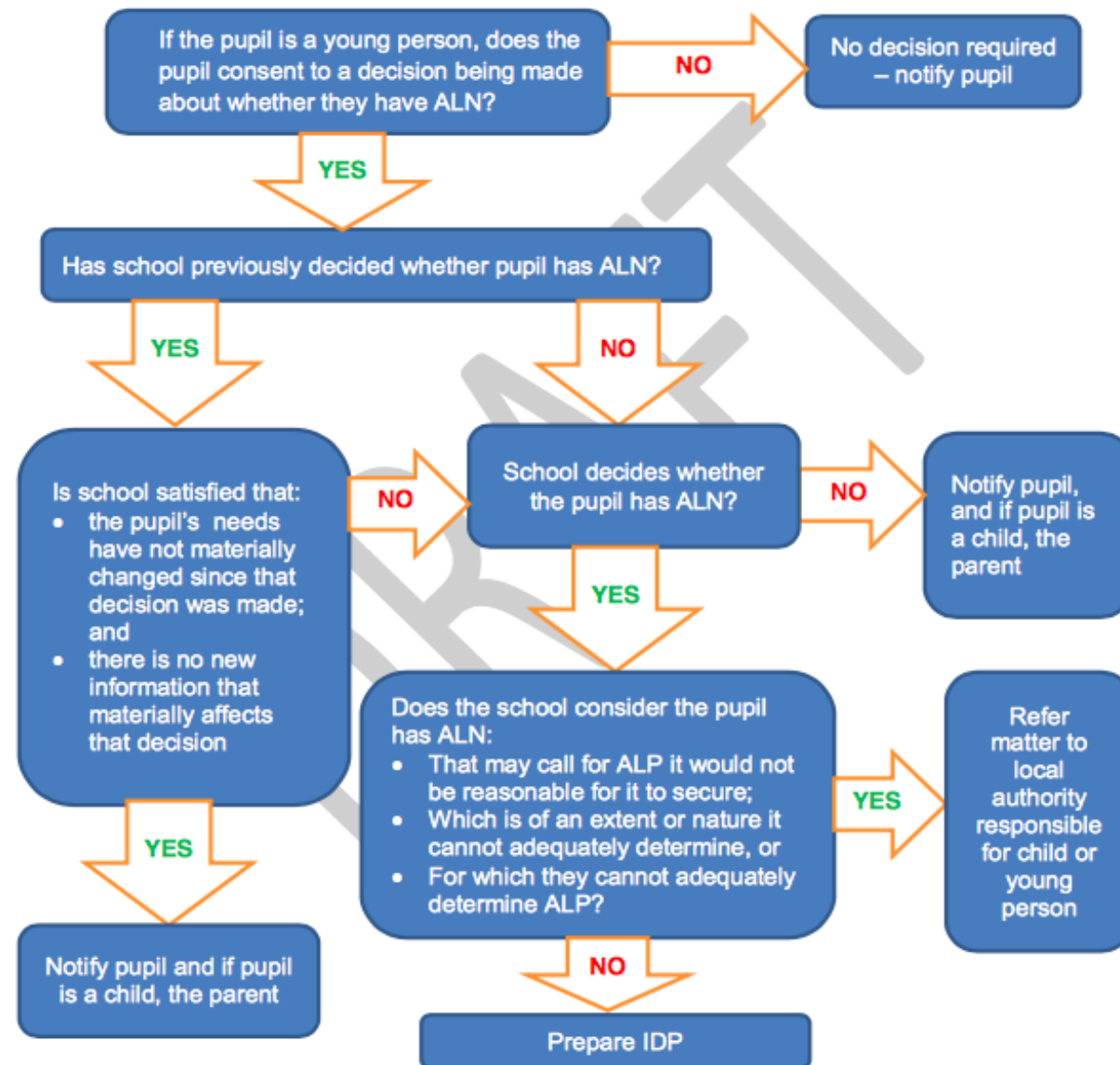
This flowchart sets out the process a school goes through to make or review a decision about whether a pupil has ALN.

As a parent / carer, the school must ask you for your views when making / reviewing a decision about ALN.

At all times you are entitled to extra support so that you and your child feel fully part of this process.

DECISION ON ADDITIONAL LEARNING NEEDS

When it is brought to the attention of, or otherwise appears to a maintained school, that a pupil may have ALN and does not have an IDP, the following process **must** be followed (Different arrangements apply if student is dual registered, looked after, detained, an English resident or an EHC plan is being maintained):



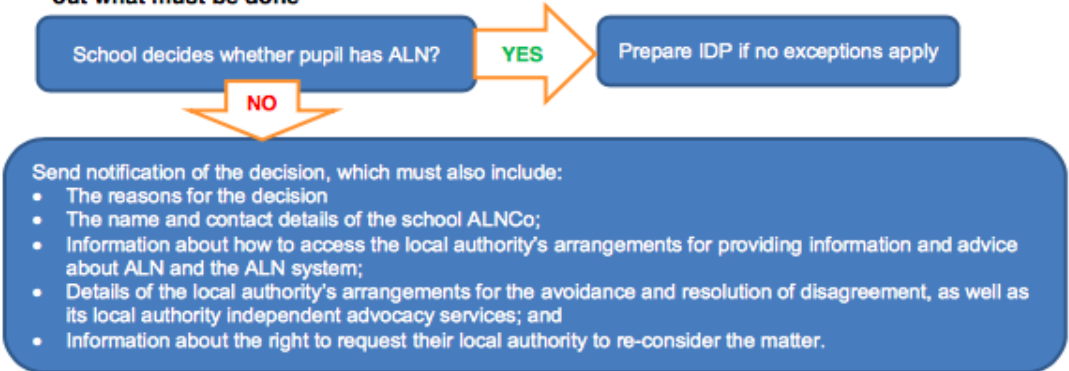
If the school or Local Authority decides your child **does not** have ALN, you might disagree or be dissatisfied with this decision. This flowchart shows what the Local Authority must do to ensure you are listened to.

Your link person will support you through any disagreement, so you feel informed, listened to and supported.

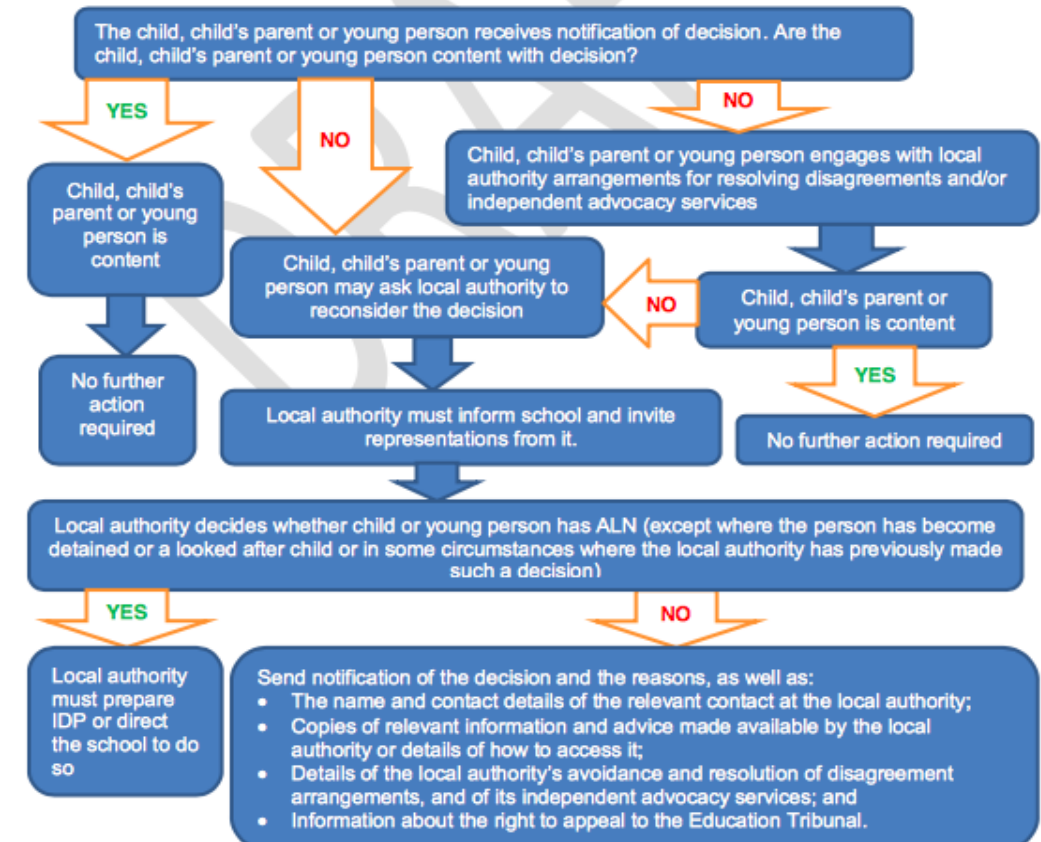
If you request it, your Local Authority will arrange for you to have access to an **independent advocacy service** if you feel you need the support from someone outside of the school or Local Authority.

DECISION BY MAINTAINED SCHOOL THAT CHILD OR YOUNG PERSON DOES NOT HAVE ADDITIONAL LEARNING NEEDS

Where a maintained school decides a pupil does not have ALN, the following sets out what must be done



RESPONSE TO NOTIFICATION

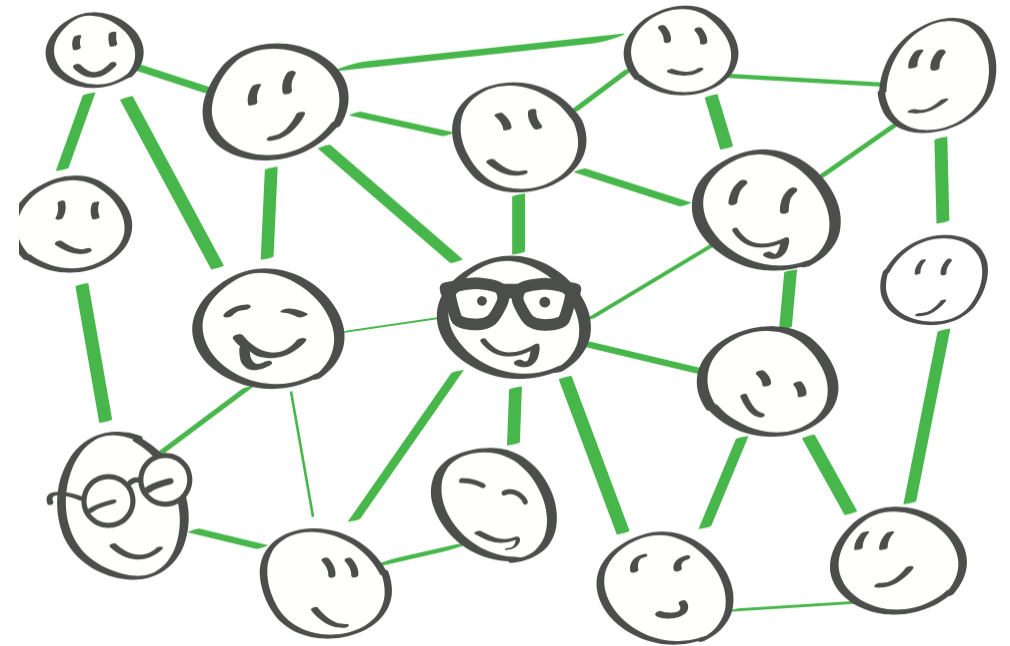


Building parent networks

Parents and carers of children with additional learning needs always recommend joining parent support groups.

These offer the chance to share information, experiences and ideas.

Ask your school ALNCo for information about your local parent-carer support group.



How else can you support your child?

Websites



Dewis Cymru



Hub of Hope

Questions and discussion

