

Branas School

ALN Policy

Implemented Sept 2023	By Whom T. Lewis	Last Review 17/02/2026	By Whom G. Ashley	Next Review February 2027
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Document History (last 3 versions)	
Person(s) responsible for change	Nature of Change
T. Lewis – September 2023	Review and amendment

Article 3

Adults should always do what is best for you.

Article 6

You should be supported to live and grow.

Article 12

You have the right to be listened to and taken seriously.

Article 23

If you have a disability, you have the right to special care and education.

Article 28

You have the right to an education.

Article 29

You have the right to an education which develops your personality, respect for others’ rights and the environment.



Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE’s, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**
AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”
“Cymuned a’i chynefin, sy’n chymuned â chalon”

OUR MISSION STATEMENT:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our young people develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

This policy details how the staff of Branas School will do their utmost to ensure that:

- any pupil with ALN has access to necessary provision
- everyone who might teach the pupil in any capacity is aware of the pupil’s needs and the allocated provision
- every teacher is able to identify and provide for pupils with ALN so far as it is reasonably practical and compatible with the child receiving necessary additional learning provision and the efficient education of pupils with whom they are educated.
- We understand ALN is a continuum and pupils’ needs could change over time.

Wales ALN Code of Practice

The main policy documents for ALN in Wales are the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Additional Learning Needs Code for Wales 2021, and associated regulations like the Additional Learning Needs (Wales) Regulations 2021. These documents, supported by various guidance and impact assessments on the [gov.wales website](http://gov.wales), establish the framework for supporting learners with additional learning needs in Wales and have been considered in the writing of this policy.

The school’s Special educational needs provision is co-ordinated by the Headteacher with administration support. When a pupil has an Education, Health and Care plan (EHCP) the ALNCO (Headteacher) or the Assistant Head will attend the Annual Review organised by the relevant LA.

Definition of Special Educational Needs

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definitions above or would so do if additional learning provision was made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The ALN (Additional Learning Needs) graduated approach in Wales is a staged process that schools use to identify and support pupils with ALN. It follows a cycle of Assess, Plan, Do, and Review, which includes three tiers of provision: universal, targeted, and specific. The child and their parents are involved at every stage, reflecting the new ALN system's person-centred approach.

Stages of the graduated approach

- **Assess:**
The school identifies a potential need, and this is communicated to parents.
- **Plan:**
A plan is created, outlining the support the child needs. This will be incorporated in to an IDP.
- **Do:**
The planned support, known as the ALP, is put into action.
- **Review:**
The plan's effectiveness is reviewed, and it is updated as needed, with ongoing involvement from the child, corporate parents and LA.

Tiers of ALN provision

- **Universal:** Support provided to all learners to meet their needs.
- **Targeted:** More specific support for learners who require it beyond the universal provision.
- **Specific:** Highly individualized support for those with complex needs that requires a more intensive level of intervention

Provision at Branas School

Provision of appropriate ALN provision is a statutory requirement. At Branas School, we believe that what is good practice for ALN pupils is good practice for all pupils. We use a range of teaching and learning strategies and guidelines that support pupils with dyslexia and those on the autistic spectrum as part of our normal class routines and offer a range of resources that are available to all pupils. As well as each student having an ILP they also have a learner profile, ‘Team around the Child’ documentation where applicable and PSHE assessments such as PASS, Motional and MOMO.

‘All teaching practitioners will be involved in teaching and supporting learners with ALN. All teaching practitioners ought to undertake regular professional learning in relation to ALN, regardless of previous experience, qualifications or the education setting in which they are based. Teaching practitioners have responsibility for their own professional learning and development; in addition, professional learning requirements ought to be identified as part of the education setting’s planning process and practitioners’ professional learning profiles.’
www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales

“The Act” (“y Ddeddf”) refers to the Additional Learning Needs and Education Tribunal (Wales) Act 2018. “Additional learning needs” (“anghenion dysgu ychwanegol”) or “ALN” has the meaning given by section 2 of the Act, namely: (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.’ www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales

There is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following four areas: (a) Communication and interaction; (b) Cognition and learning; (c) Behaviour, emotional and social development; (d) Sensory and/ or physical.

Communication and interaction

Some children and young people might experience difficulty in one, some or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent Sensory or physical impairment.

Cognition and learning.

Some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.

Behaviour, emotional and social development.

Some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have underdeveloped social skills; or present challenging behaviours.

Sensory and / or physical needs.

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

Participation (Person-Centred Practice)

Central to a rights-based approach and to the Act, is the principle of participation – listening to children, their corporate parents and young people, and taking their views meaningfully into account. A number of benefits are associated with the participation of children, their corporate parents and young people in decisions affecting the children or young people, which ultimately may contribute to better outcomes for them.

These benefits include:

- practitioners supporting children and young people with ALN having a better understanding of the child or young person, including who they are and what is important to them;
- increased expectations of children and young people based on an understanding of the child or young person’s strengths and potential;
- the development of personalised learning based on the identification of targets that build on the strengths of children and young people with ALN;
- more effective planning and delivery of ALP which supports children and young people to work towards achieving positive outcomes based on their ambitions and aspirations;
- the empowerment of children and young people through celebrating their achievements and abilities and focusing upon the possibilities, rather than the problems they face.

To realise the benefits of participation, the Act places a duty on a person exercising functions under Part 2 in relation to a child or young person to have regard to:

- the views, wishes and feelings of the child and the child’s parent or the young person,
- the importance of the child and the child’s parent or the young person participating as fully as possible in decisions relating to the exercise of the function concerned, and
- the importance of the child and the child’s parent or the young person being provided with the information and support necessary to enable participation in those decisions.

This duty reflects the ethos of person-centred practice. Person-centred practice puts the child, child’s parent or young person at the centre of decisions.

www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales

Class sizes in Branäs School are limited to a maximum of five pupils. Where possible class sizes are adjusted to make the best use of the resources available to meet the individual and changing needs of pupils. This means that some pupils receive one to one tuition or very small group tuition on occasions. It also means that for some lessons, such PE two classes may be conjoined, when the social/behavioural mix allows, in order to provide viable groups for activities such as team games.

All teachers are responsible for delivering high quality, well-differentiated lessons to the pupils in their classes; for monitoring the progress that those pupils make and for identifying and recording particular difficulties that may require provision to be made that is additional to, or different from, that which is available for all pupils.

Support staff in lessons are also the Care staff for identified young people. This means that they know the pupils well and are able to support their behavioural needs in school. Teachers are in charge of the learning environment within their classroom, which includes directing the work of the support staff, including instruction on the best ways to support the learning of each pupil. The way in which support staff are expected to operate in school is clearly defined in the “Guide for Adults Other Than Teachers” and additional guidance on supporting young people’s learning is outlined in the guidance on “How to Help Young People Learn”. All Care

Staff attend training from the Headteacher / ALNCo that covers ALN and how to support pupils in class. A number of Care Staff undertake Teaching Assistant Qualifications.

Almost all pupils have English as their first language but occasionally there are one or two pupils with Welsh as their first language. Where this happens, every effort is made to ensure that support staff with Welsh as their first language are allocated to support that individual. This allows the school to assess the extent to which language issues or special educational needs are the main factors affecting the pupil’s progress.

Teachers discuss individual pupil issues both informally and formally, for example in end of day meetings. These issues are considered when changes are made to provision.

Responsibilities

1) The Special Educational Needs Co-ordinator (ALNCO)

responsibilities include:

- Implementing the ALN policy on a responsive basis, managing records relating to ALN pupils and monitoring the school’s procedures for identifying, monitoring and reviewing ALN pupils
- Liaising with and advising teachers and teaching assistants about how to plan and implement appropriate and effective provision for the ALN pupils in their class
- Ensuring parents/guardians are advised and consulted during all steps taken regarding the provision their child receives and that pupils are given opportunities to voice their wishes and concerns.
- Attending regular training/instruction opportunities in order to keep up with new developments and requirements and transferring information to school staff via appropriate staff development training
- Supporting the work of the Care Team in providing for and monitoring the progress of vulnerable pupils.
- Referring pupils to and liaising with external agencies and specialist staff including the Local Authority’s Outreach and Educational Psychology services, local health and social services and any voluntary agencies
- Accessing Additional Support from External Agencies including Specialist Teachers, Centres of Excellence and Educational Psychologists

ALN pupils are referred to the appropriate agency by the ALNCO in accordance with the guidelines outlined in the ALN Criteria set by the Local Authority.

2) The Intervention Teachers

support young people with ALN needs, their responsibilities are -

- Planning a co-ordinating support provision
- Managing the records and documentation of pupils receiving support
- Supporting and advising class teachers and other staff who are supporting ALN or vulnerable pupils in class
- Working alongside the ALNCO to assess and monitor the progress of ALN pupils

3) The Class Teachers

It is the school’s aim to teach ALN pupils in the class alongside their peers as far as this is practical and beneficial to all pupils. Therefore, it is the class teacher’s responsibility to

- Ensure they are fully aware of the school’s procedures regarding identifying, supporting and monitoring/assessing ALN pupils
- Attend all appropriate training sessions and courses provided by the school, the LA or other agencies
- Ensure differentiation is effective in their class in order to fully support and challenge
- Create and regularly review Learning Plans alongside the ALNCO, the parents/guardians and, if applicable, the pupil
- Work with the ALN pupils in their class on a responsive basis, planning and delivering individualised programmes based on ILP targets
- Monitor and track the progress of ALN pupils their class, and use the data appropriately to feed their planning
- Liaise with the ALNCO, Social Workers and parents/guardians to discuss provision
- Ensure that every ALN pupil in their class has access to all aspects of school life and that they can take part in the same class and extra-curricular activities as their peers as far as that is practical and it is the pupil’s wish to do so.

5) Local Authorities

All young people at Branäs School are Looked After by their Local Authority under different sections of the Children Act (1989). These generally include voluntary Care Orders Section 20 in England and Section 76 in Wales; Interim Care Orders under Section 38 and Full Care Orders, issued by a court of law, under Section 31. Very occasionally, a young person may be subject to Special Guardianship arrangements.

On occasions, where there is a full care order, the Responsible Local Authority may not be the Local Authority where the pupil’s family lives.

Local Authorities have particular responsibilities for children in their care and act as the ‘corporate parent’. The local authority is charged with safeguarding and promoting the welfare

of all children they are looking after. They must also promote the educational achievement of the children they look after, regardless of where they are placed.

The Local Authority has a duty to prepare and maintain a Personal Education Plan (PEP) for all Children Looked After by them. The PEP must be reviewed within 20 days of a pupil joining a new school and then reviewed at least every six months during the placement, although many LAs review PEPs each school term. Many Local Authorities are changing to a system of ePEPs, where the social worker and the designated teacher enter information online.

Denbighshire Health Authority holds the responsibility for all children who are resident in their area. There is a designated Nurse for Looked after Children in Denbighshire who has responsibility for regular health checks. She supports the school by providing medical reports for Annual Reviews, PEP and LAC reviews. Further, this she takes responsibility for working with the teacher for PSE in delivering the Relationship and Sex Education programme for all pupils.

6) Governance / Responsible Person

The responsible person is Kate Jones Head of Branas Isaaf Education.

The Head of Education chairs the Governance board and implements quality audits such as the ALN audit, which ensure quality across the schools in the company.

PROCEDURES

Identifying and Assessing

The school aims to identify a pupil’s learning difficulties as early as possible.

The following are used as a basis for identifying ALN

- Evidence from observations, monitoring and assessments made by the current and previous class teachers – end of year transition meetings and forms, pupils’ individual files
- Information from previous schools
- Information/concerns from parents/guardians, external agencies or other pupils
- The pupils’ progress against curriculum levels outcomes
- Data from KS2/KS3 / national/statutory tests and local authority diagnostic tests
- Data from internal tests e.g., September baseline tests.
- Consultation with support services and other specialist professionals

Who is responsible for identification and assessment?

- Class teachers
- ALNCO
- External services when applicable

- Parents/Guardians

In addition to the regular classroom-based assessment, monitoring and tracking that is a part of the school’s cycle of planning, the school uses a number of tests that help to highlight pupils with ALN. These tests are administered at certain times during the academic year according to the assessment and monitoring timetable. The school uses additional assessments such as WISC (IV), DoIT Profiler and Boxall Profiles where needed in order to help establish the nature of a pupil’s difficulties. Tests may also be completed by the therapy team.

Needs are prioritised and support is given as far as time and funding allow. Children deemed to exhibit ALN are entered on the ALN Register as per the system illustrated above.

Provision Maps

The Individual Provision Map provides an overview of the provision and interventions individual pupils on the ALN register receive. Updated as needed and at least annually.

Intervention Procedures

Initial steps

The school’s observation and assessment of pupil progress / tracking system will identify any areas where a pupil does not make the expected progress. Under these circumstances, the class teacher must ensure that they have differentiated the work effectively and collected evidence to support any concerns they have regarding a pupil before discussing the pupil with the ALNCO. During the initial review meeting, it might become apparent that the pupil requires support that is beyond what can be offered in class and further intervention is therefore needed. Key evidence to support moving a pupil on to further ALN provision is that current progress is not sufficient.

Appropriate progress can be defined in many ways. It can be progress that

- Closes the attainment gap between a pupil and his/her peers
- Prevents the attainment gap from widening
- Is similar to the progress made by peers who have started from the same attainment baseline but which is lower than the majority of their peers
- Is the same as or better than previous progress
- Ensures full access to the curriculum
- Shows improvement in the pupil’s self-help, social or personal skills
- Shows improvement in the pupil’s behaviour

Meeting Needs

Access to the Curriculum

Every pupil should have full access to the curriculum as far as is possible. The school’s cycle of planning, evaluating, assessment and monitoring ensures that the careful and organised planning that is necessary to meet this pre-requisite is happening.

Differentiation

Differentiation and adaptive teaching are essential in order to facilitate every pupil’s success. Within the planning framework, provision should be made for the needs of individuals and/or groups of pupils and the staff can ask for advice from the ALNCO, the ALN support teacher or co-workers when planning differentiated work for their pupils. Differentiation can take many forms.

Individual Development Plan (IDP)

Every pupil in Branass School has an Individual Learning Plan (ILP), which identifies short-term, priority targets in all subject areas. These also address literacy, numeracy and personal social development. Outcomes and next steps are identified when the ILP is reviewed. The formal review of the ILP takes place every term and is undertaken through discussion with Key teachers. The targets are also considered as part of the Pupil Planning Meeting (PPM), which is a meeting between Care, Therapy and Education and which takes place every two months for each pupil. Adjustments to the ILP may be made following one of these meetings, in order to ensure that the holistic approach to provision is maintained.

When a young person is having particular difficulties relating to behaviour or emotional state, a specific multi-disciplinary meeting between Care, Education and Therapy at Branass Isaf may be called by any of the disciplines. This meeting will consider and formulate a co-ordinated response, in order to ensure best progress for the young person. This pastoral support plan ensures that the young person is clear about expectations and that all aspects of the provision made for them are working together to ensure progress. This plan is reviewed through the regular PPM meeting, unless there is a need to call another specific multi-agency meeting.

ALP intervention

Assess, plan, do review flow chart.

Initial assessments carried out with student.

NGST

NGRT

BKSB



If the student has a lower SAS than 85



Discussion with class teacher and Head teacher to discuss possible observation needs.



ALNco to carry out observation in class on main area of need.



Discussion with Head and teacher regarding intervention needs.

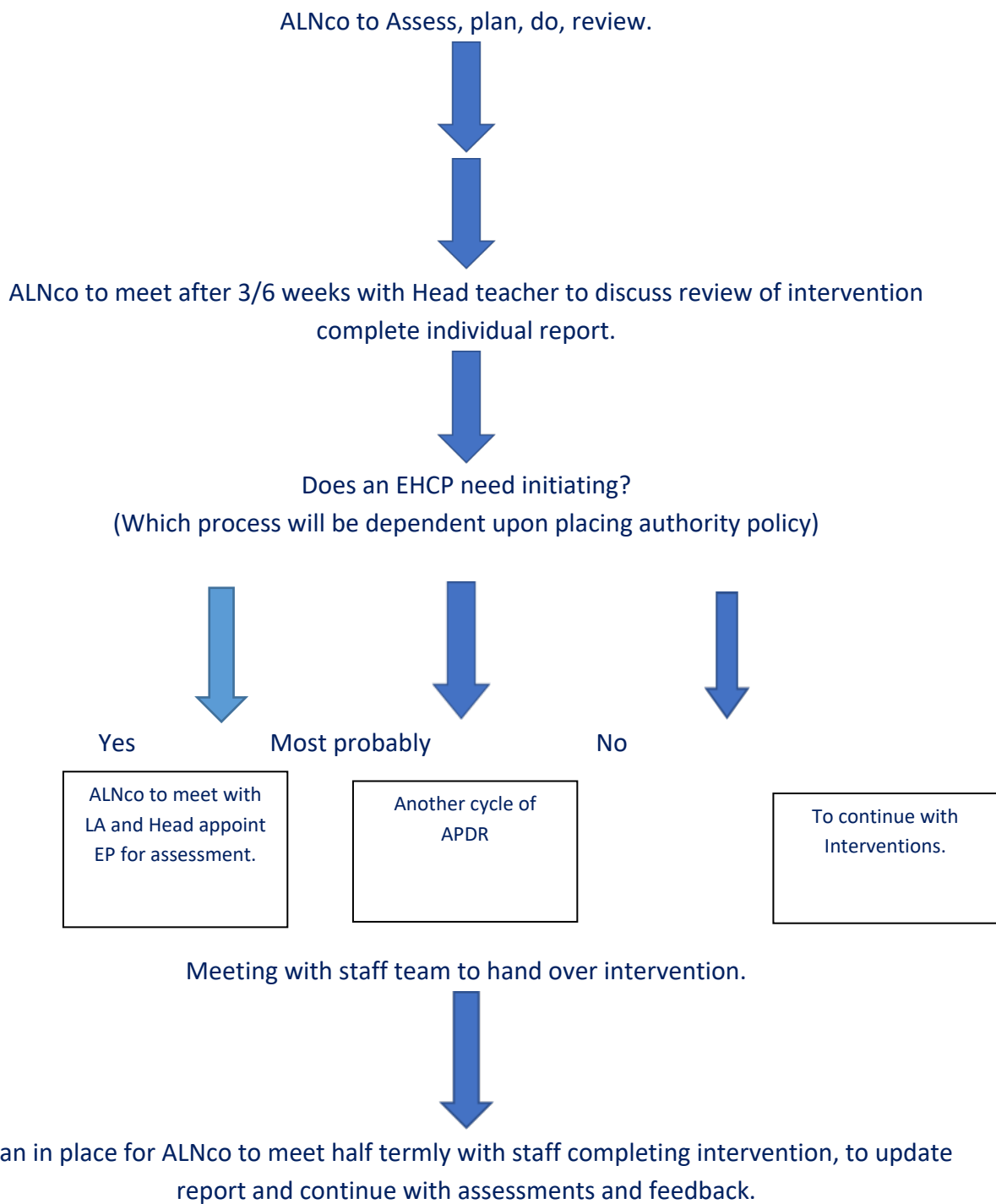


Intervention put into place for initial 3-6 weeks led by ALNco.



Report started with main area of need and plan for the initial intervention.





Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of ALN and effective support and interventions. We will always involve a specialist where a

pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based ALN support delivered by appropriately trained staff. The pupil’s parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other ALN support.

When a pupil continues to show lack of progress and demonstrates significant cause for concern despite effective delivery of the provision decided upon by the school in conjunction with specialist professionals, the school can make a request for a statutory assessment to the Local Authority. Information about the pupil’s progress will need to be ALN to the LA who will also need documentation in relation to the child’s special educational needs and any action taken to deal with those needs. This includes any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus records. This evidence can include

- The pupil’s ILP
- Records of various review meetings
- Medical notes and information regarding health / mental health
- Information regarding attainment against curriculum levels
- Educational assessments and other assessments e.g., Educational Psychologist, specialist teacher/outreach
- The pupil’s views
- The parents/guardians’ views
- Information from specialists and various services e.g., health, social or welfare services

Statutory assessment involves the LA working co-operatively with parents/guardians, the staff at the child’s school and, as appropriate, staff from other agencies, to consider whether a statutory assessment of the child’s special educational needs is necessary. A child will be brought to the LA’s attention as possibly requiring an assessment through a request by the school, from the child’s parent or through referral by another agency. Where the evidence presented to the LA suggests that the child’s learning difficulties have not responded to relevant and purposeful measures taken by the school staff and external specialists, it may be that additional learning provision cannot reasonably be provided within the resources normally available to mainstream schools.

If this is so, the LA will consider the case for statutory assessment of the child’s special educational needs. The LA may decide that the degree of the child’s learning difficulty and the nature of the provision necessary to meet the child’s special educational needs is such as to require LA staff to determine the child’s additional learning provision through a statement.

Statement of Special educational needs / IDP / Education, Health & Care Plans

A Statement of Special educational needs EHCP is a legal document that details the provision that a pupil must receive. These requirements are transferred onto an ILP that will also include short-term targets. It continues to be the class teacher’s responsibility to deliver the provision in class on a daily basis, with support from the ALNCO and any agencies that will continue to work with the child on a regular basis.

Annual Review of a Statement of Special Educational Needs EHCP

It is a requirement that a Statement of Special educational needs is reviewed on an annual basis with the parents/guardians, the pupil, LA staff, school staff and any specialist professionals working with the pupil invited to discuss any changes that need to be made to the description of the pupil’s needs or to the provision noted in the statement. The annual review should focus on the pupil’s achievements and successes as well as on any difficulties that continue to require support. During the Y11 annual review, focus should also be placed on the type of provision the pupil will require for post-16 education and the options available for the parents/guardians so that they have time to discuss them. The ALNCO of the receiving college, where possible, should be invited to Y11 reviews to ensure that there is sufficient time to make appropriate arrangements and decisions.

Monitoring and Review of this Policy

The success of this policy will be monitored by considering:

- the progress made by the pupils, including their academic success and their personal and social development during their time at Branäs;
- the quality of teaching and engagement in all lessons;
- behaviour across the school and
- the views of pupils, Local Authorities and those with parental responsibility.