



Pre-School Additional Learning Needs Policy

*DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN,
IN ALL THE PLACES YOU CAN, IN ALL THE WAYS YOU CAN,
TO ALL THE PEOPLE YOU CAN, IN ALL THE TIMES YOU CAN,
AS LONG AS EVER YOU CAN, AT ALL THE TIMES YOU CAN.*

Pre-School Additional Learning Needs Policy

STATEMENT OF INTENT

Rydal Penrhos Pre-School is committed to the inclusion of all children so long as they can access and benefit from the range of activities offered and can reach their potential. All children have the right to be cared for and educated such that they can develop to their full potential alongside each other through positive experiences, with these latter enabling them to share opportunities and experiences, and develop and learn from each other. The Pre-School provides a positive and welcoming environment in which children are supported according to their individual needs, and every effort is made to ensure that no children are discriminated against or put at any disadvantage because of their needs.

The Pre-School believes that all children in the department have a right to enjoy experiences and to develop alongside their peers, no matter what their individual needs may be. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The Pre-School is committed to working alongside parents / carers in making provision for their child's individual needs, so as to enable us to help that child to develop to his or her full potential. The Pre-School is committed to working with any child who has a specific need and / or disability and will make reasonable adjustments to enable every child within the department to make full use of the Pre-School's facilities. All children have a right to a broad and well-balanced early learning environment.

Where it is considered that a child may have additional needs that have not been acknowledged previously, the School will work closely with the child's parents / carers and any relevant professionals in order to establish whether any additional action is required.

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

- liaising with the child's parents / carers and, where appropriate, the child;
- liaising with the Co-ordinator of Additional Learning Needs (ALNCo);
- liaising with any professional agencies;
- reading any reports that have been prepared;
- attending any review meetings with the local authority or external professionals;
- observing each child's development and monitoring such observations regularly.

All children will be granted a full settling-in period when joining the Pre-School, according to their individual needs.

AIMS

The Pre-School will:

- recognise each child's individual needs, and ensure that all staff are aware of, and have regard for, the Additional Learning Needs Code of Practice for Wales and the Rydal Penrhos School ALN Policy
- include all children and their families in our provision;
- provide well-informed and suitably-trained practitioners to help support parents / carers 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, led by the ALNCo who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Additional Learning Needs (ALN)
- identify the specific needs of children with ALN and / or disabilities and meet those needs through a range of strategies;
- ensure that children who learn quicker, e.g. gifted and talented children, are also supported;
- share any statutory and other assessments made by the Pre-School with parents / carers, and will support them in seeking any help they or the child may need;
- work in partnership with parents / carers and other agencies (including the health and education authorities) in order to meet individual children's needs, 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 within the department are treated as individuals / equals and are encouraged to take part in every aspect of the Pre-School 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 the play experiences of those with additional needs, wherever possible;
- celebrate diversity in all aspects of play and learning.

RESPONSIBILITIES

The role of the 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 ALNCo should also ensure that appropriate records be kept, including a record of children at Pre-School Action and Pre-School 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 / carers should always be consulted and kept informed as to the action being undertaken to help the child, and as to the outcome of this action (Code of Practice 2004).

The ALNCo 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 Pre-School, always making sure that plans and records are shared with parents / carers.

METHODS

The Pre-School will:

- share the name of the ALNCo with parents / carers;
- provide a statement showing how the Pre-School provides for children with learning difficulties and / or disabilities and share this with staff, parents / carers 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 Pre-School;
- ensure that the School's inclusive admissions practice includes equality of access and opportunity;
- ensure that the School's 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 / carers 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. Rydal Penrhos will work closely with the next school or care setting, and will meet with the staff at this place to discuss the child's needs so as 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 will discuss these with parents / carers;
- review IEPs / IDPs regularly once a term, and hold review meetings with parents / carers at this time;
- ensure that children with learning difficulties and / or disabilities and their parents / carers 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 (both human and material) to implement the Pre-School's 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 the Pre-School's ALN provision by collecting information from a range of sources, e.g. IEP / IDP reviews, staff and management meetings, parental / carer's and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually;
- provide a complaints procedure and make it available to all parents / carers in a format that meets their needs, e.g. Braille, audio, large print, additional languages;
- monitor and review the Pre-School's policy annually.

ADDITIONAL LEARNING NEEDS CODE OF PRACTICE

The Pre-School has regard for the statutory guidance set out in the Additional Learning Needs Code of Practice for Wales (2021) to identify, assess and make provision for children's special educational needs. The Code of Practice for Wales recommends that our Pre-School should adopt a graduated approach to assessment through Pre-School Action and Pre-School Action Plus.

Good practice of working together with parents / carers, and the observation and monitoring of children's individual progress, will help to identify any child with special educational needs. Our Pre-School has appointed a member of staff as ALNCo who will work alongside parents / carers to assess the child's strengths, and to plan for future support. The ALNCo will ensure that appropriate records are kept according to the Code of Practice for Wales.

PRE-SCHOOL ACTION

Where a practitioner or ALNCo identifies a child with additional learning needs, the Pre-School will assess and record those needs and provide a number of key actions to help the child. As part of this process, the Pre-School will consult with parents / carers and seek any additional information from professionals. The targets for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his / her parents / carers.

PRE-SCHOOL ACTION PLUS

This is where a practitioner or ALNCo, in consultation with the child's parents / carers, decides that external support services are required, usually following a review of the IEP. The Pre-School will share its records in relation to the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

STATUTORY ASSESSMENT

If the help given through Pre School Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the Pre-School, in consultation with the parents / carers 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 special educational needs.

Policy last updated	May 2024
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