



Ysgol Bethania

Additional Learning Needs (ALN) Policy

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Signed by:

Headteacher

Date:

Proprietor

Date:

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Statement of intent

Ysgol Bethania believes that all learners are entitled to an education that enables them to achieve their best, participate fully in school life, become confident individuals, and develop the skills needed for their future. The school is committed to a fully inclusive approach in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code for Wales 2021.

This policy sets out how the school identifies and supports learners with additional learning needs (ALN), how additional learning provision (ALP) is planned and reviewed, and how the school works with parents, carers, learners, the local authority, health bodies and other agencies to secure appropriate support.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the local authority and relevant partners to ensure that the following Welsh ALN principles underpin this policy:

- The views, wishes and feelings of learners and their parents or carers are central to decision-making.
- ALN is identified early and addressed quickly through timely and effective support.
- Person-centred practice is used to plan, deliver and review support.
- The school promotes inclusive practice and removes barriers to learning and participation.
- Additional learning provision is planned collaboratively with education, health, social care and other relevant services where needed.
- The school supports learners to access a broad and balanced curriculum, including Curriculum for Wales where applicable.
- Welsh language needs are considered, and where ALP is required in Welsh this is identified and pursued in line with the ALN Code for Wales.

For the purposes of this policy, a learner has additional learning needs if they have a learning difficulty or disability which calls for additional learning provision. A learner has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training generally provided for learners of the same age.

- Additional learning provision means educational or training provision that is additional to, or different from, that made generally for others of the same age.
- An individual development plan (IDP) is the statutory plan used in Wales to describe a learner's ALN and the ALP required to meet those needs.
- The school will also meet its duties under the Equality Act 2010, including making reasonable adjustments for disabled learners and avoiding discrimination.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children Act 1989
- Equality Act 2010
- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Additional Learning Needs (Wales) Regulations 2021
- The Education Tribunal for Wales Regulations 2021
- The Independent School Standards (Wales) Regulations 2024
- The Independent Schools (Provision of Information) (Wales) Regulations 2024
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Welsh Government, 'The Additional Learning Needs Code for Wales 2021'
- Welsh Government, 'Independent schools registration and operational guidance'
- Welsh Government, 'Keeping learners safe'
- Welsh Government, 'Supporting learners with healthcare needs'
- Welsh Government guidance on Curriculum for Wales and inclusive education
- Equality and Human Rights Commission guidance on reasonable adjustments for disabled pupils

This policy operates in conjunction with the following school policies and information required under the Independent School Standards (Wales) Regulations 2024:

- Admissions Policy
- Curriculum Policy
- Accessibility Plan
- Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Complaints Procedure

Objectives

Through the implementation of this policy, the school will:

- Identify learners who may have ALN and respond in a timely, person-centred way.
- Ensure learners with ALN can access learning and participate in the wider life of the school.
- Plan, deliver and review additional learning provision where required.
- Work with the local authority where it may be necessary for an IDP to be prepared or maintained.
- Promote equality of opportunity and meet duties under the Equality Act 2010.
- Make reasonable adjustments, including auxiliary aids and services where required, so disabled learners are not placed at a substantial disadvantage.
- Ensure the proprietor has oversight of compliance with the Independent School Standards (Wales) Regulations 2024.
- Publish and make available required information to parents, carers, learners and local authorities where applicable.
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with ALN.
 - Information about the admission arrangements for pupils with ALN and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with ALN.

Roles and responsibilities

The proprietor is responsible in law for ensuring that the school complies with the Independent School Standards (Wales) Regulations 2024, including the standards relating to the quality of education, welfare, health and safety, safeguarding, provision of information and complaints handling. The proprietor will:

- Ensure this policy is implemented fairly and consistently across the school.
- Ensure the school has suitable arrangements to identify and support learners with ALN.
- Ensure curriculum planning takes account of learners' ages, aptitudes and needs, including any ALN.
- Ensure required information is made available to parents, carers, learners, prospective parents and local authorities where applicable.
- Monitor compliance with safeguarding, welfare, equality and complaints requirements.

The Headteacher is responsible for the day-to-day leadership of ALN provision and for ensuring the school offers a broad and balanced curriculum, high-quality teaching and a positive educational experience for all learners, including learners with ALN.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all learners with ALN.

- Establish and sustain inclusive practices that enable learners with ALN to access the curriculum and learn effectively.
- Ensure the school works in partnership with parents, carers, learners and professionals to identify ALN and provide appropriate support.
- Ensure the school has regard to the ALN Code for Wales 2021 and liaises with the local authority where required.
- Work with the governing board to ensure that there is a qualified teacher designated as ALNCO for the school.
- Ensure the ALNCO has sufficient time and resources to carry out their functions.
- Provide the ALNCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the ALNCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with ALN.

The Additional Learning Needs Coordinator (ALNCo), or the member of staff designated to coordinate ALN provision, will be responsible for:

- Coordinating the day-to-day operation of this ALN policy.
- Supporting staff to identify learners who may have ALN and to plan appropriate support.
- Coordinating additional learning provision for individual learners.
- Liaising with parents, carers and learners using person-centred approaches.
- Liaising with the local authority, health bodies, social care professionals and other agencies where required.
- Supporting referrals or requests to the local authority where it may be necessary for an IDP to be prepared, reviewed or maintained.
- Ensuring records of ALN, ALP and review outcomes are accurate, secure and up to date.
- Supporting staff training and sharing effective inclusive practice.
- Considering whether ALP is required in Welsh and ensuring this is recorded and pursued where applicable.

Teachers will be responsible for:

- Planning and reviewing support for pupils with ALN on a graduated basis, in collaboration with parents, the ALNCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with ALN is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with ALN they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the ALNCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Identifying ALN

The school recognises that early identification and effective provision improve long-term outcomes for learners. The school will identify whether a learner has ALN by considering whether the learner has a learning difficulty or disability that calls for additional learning provision.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews support across the following broad areas of need, while recognising that these categories do not replace an individual, person-centred assessment of the learner's barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Safeguarding

The school recognises that learners with ALN may face additional safeguarding risks and barriers to reporting concerns. Safeguarding arrangements will be implemented in line with Welsh Government guidance, the school's Safeguarding and Child Protection Policy and the welfare, health and safety requirements of the Independent School Standards (Wales) Regulations 2024.

- Learners with ALN may be disproportionately affected by bullying, including prejudice-based bullying.
- They may face additional online risks and may need tailored teaching about online safety.

- Communication needs, social understanding or dependency on adults may create additional barriers to recognising or reporting abuse, neglect or exploitation.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with ALN or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Headteacher and proprietor will ensure that the school's safeguarding arrangements reflect these additional vulnerabilities. Where physical intervention or reasonable force is used in response to risk, staff will act in accordance with the school's relevant policy and the needs of the individual learner.

Care will be taken by all staff, particularly those who work closely with pupils with ALN, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the ALNCO.

School staff will be particularly alert to the potential need for early help for pupils with ALN and additional needs.

The governing board and Headteacher will ensure that pupils with ALN are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with ALN.

Any reports of abuse involving pupils with ALN will involve close liaison between the DSL and the ALNCO.

ALN support and additional learning provision

The school recognises that high-quality teaching and inclusive practice are the first steps in responding to learners who have, or may have, ALN. Where a learner requires provision that is additional to, or different from, that made generally for others of the same age, the school will consider what additional learning provision is required.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and ALNCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Where a learner is identified as having ALN, support will be planned using a person-centred cycle of assess, plan, do and review. The school will record the learner's strengths, barriers to learning, desired outcomes, agreed provision, responsible staff and review arrangements.

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite appropriate action, a learner may require provision beyond that which the school can reasonably secure, the school will consult parents or carers and consider requesting that the local authority determines whether the learner has ALN and whether an individual development plan is required.

The school will consider whether additional pastoral support and attention for pupils with ALN is required, alongside ensuring that any appropriate support for communication is in place.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have ALN.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from ALN.

Admissions

The school will ensure admissions arrangements are fair, transparent and non-discriminatory. The school will meet its duties under the Equality Act 2010 and will have regard to the needs of learners with ALN and disabled learners when considering applications.

- The school will not treat an applicant less favourably because they have, or may have, ALN or a disability.
- The school will consider reasonable adjustments to admissions processes, assessments, visits and transition arrangements.
- The school will consider information from parents, carers, previous settings and relevant professionals to understand the learner's needs.
- Where a learner has an IDP, the school will liaise with the local authority and relevant agencies to understand the ALP required and whether it can be secured.
- Admissions information and procedures will be made available in line with the Independent School Standards (Wales) Regulations 2024.

Ensuring that tests for selection are accessible to children with ALN, with reasonable adjustments made where necessary.

Arrangements for the fair admission of learners with ALN are outlined in the Admissions Policy and will be published or made available as required.

Transition

The school is aware of the importance of planning and preparing for transitions between settings, classes, phases and post-school destinations. Transition planning will be person-centred and will take account of the learner's views, wishes and feelings.

Where a learner has an IDP, the school will work with the local authority, parents or carers, the learner and relevant professionals to support timely review and transition planning so that appropriate ALP can be arranged at the next setting where required.

Involving pupils and parents in decision-making

The school is committed to working in partnership with learners, parents and carers. The views, wishes and feelings of the learner and their parents or carers will be actively sought and taken into account when identifying ALN, planning ALP and reviewing outcomes.

Where a learner receives ALN support or ALP, the school will liaise regularly with parents and carers. Review meetings will be person-centred and will consider progress, wellbeing, participation, agreed outcomes and whether provision remains appropriate.

The planning that the school implements will help parents and pupils with ALN express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their ALN to become a label.

- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the local authority maintains an IDP for a learner, the school will involve the learner and their parents or carers in discussions about how the ALP will be delivered and reviewed, and will cooperate with the local authority in meeting statutory requirements.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Funding for ALN support

The school will use its available resources to support inclusive practice and reasonable adjustments. Where a learner requires ALP that cannot reasonably be secured by the school alone, the school will liaise with the local authority and relevant agencies about appropriate arrangements.

Where pupils with ALN have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

IDP needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the ALN of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an IDP needs assessment.

The purpose of an IDP plan is to make special educational provision to meet the ALN of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the IDP needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the IDP needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the ALN code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care

provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an IDP plan, the school will be provided with written feedback collected during the IDP needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an IDP plan, it must consult the prospective school by ALNing a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's IDP plan. The school will meet its duty to provide views on a draft IDP plan within 15 days.

The school will admit any pupil that names the school in an IDP plan and will ensure that all those teaching or working with a pupil named in an IDP plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing IDP plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the IDP plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and ALN any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the IDP plan to the LA, keeping parents involved at all times.
- Lead the review of the IDP plan to create the greatest confidence amongst pupils and their parents.
- Prepare and ALN a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the IDP plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the IDP plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

- Review each pupil's IDP plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an IDP plan at least six months after an initial assessment. Thereafter, the governing board or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with ALN. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with ALN engage in the activities of the school together with those who do not have ALN, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

The school will:

- Ensure that the IDP plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised IDP plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with ALN to ensure they are prepared for the workplace.

Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the ALN provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an IDP plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the ALN Tribunal.

The school will meet any request to attend a ALN tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school ALNCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with ALN.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under ALN support, with accurate information to evidence the ALN support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of ALN, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with ALN.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and ESTYN.

Confidentiality

The school will not disclose any IDP plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a ALN tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The ALN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with ALN to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of ALN among children at the national level.
- Numbers of local children with IDP plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with ALN.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with ALN.
- Increasing the identification of pupils with ALN prior to school entry.

Where pupils with ALN also have a medical condition, their provision will be planned and delivered in coordination with the IDP plan.

ALN support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing ALN provision and capabilities to support pupils with ALN to aid in the drafting of the Local Offer, where required.

Monitoring and review

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with ALN, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is 15/07/2027.