



# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

All children have a human right to be educated alongside their peers. At Coedpenmaen Primary School we are fully committed to meeting the needs of those pupils with Additional Learning Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities the School adheres to the Special Educational Needs Code of Practice 2002 and the Equality Act 2010.

**Headteacher: Mrs Arianne Ansell-Jones**

**ALNCO: Mrs Beth Griffiths**

### The ALN Transformation Programme

We are currently following the Code of Practice 2002 formally and commonly referred to as the Special Educational Needs Code of Practice definition: 'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

However, we are in a **transitional phase** and are working through a '**transformation programme**' with Central South Consortium.

Signed: Headteacher

Signed: Chair of Governors

Review date: **upon guidance from WG and in line with the new ALN ACT**





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## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

### Our ALN Aim at Coedpenmaen

We work in partnership with the local authority to ensure that all children and young people with additional learning needs have the opportunity to reach their potential in a supportive environment that prepares them well for adult life.

Our aim is to promote an inclusive education system focused on the wellbeing and achievement of all. We do this through the provision of strategic and focussed support for children and young people with a range of difficulties including

- sensory impairments,
- social emotional and behavioural difficulties,
- speech language and communication disorders including Autistic Spectrum,
- physical and medical disabilities and
- specific learning difficulties.

We ensure that the guidance in the Special Educational Needs (SEN) Code of Practice for Wales 2002 is followed and that statutory duties are fulfilled. The Additional Learning Needs and Education Tribunal (Wales) Bill gained royal assent in January 2018. This legislation will support a new code of practice due for publication in Autumn 18 and implementation in September 2020.

We are mindful that the changes and transformation in ALN will change the definition as stated below: children will be judged as being ALN if they:

*“Have significantly greater difficulty in learning than majority of children of the same age;”* or

*“Have a kind of disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in School within the area of the Local Education Authority.”*

Children should 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 are taught.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in a school maintained by the LA/other Advisory Body, other than special schools in the area.

### Definition of Additional Learning Needs ALN:

The term ‘additional learning needs’ is used to identify pupils whose learning needs are additional to the majority of their peers. The term ‘special educational needs’ is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the Code of Practice for Wales.

Pupils with additional learning needs include those who:

- have Special Educational Needs (SEN);
- have disabilities;
- have medical needs; and
- have emotional, social and behavioural difficulties and/or mental health needs



# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

### Principles and Values

In providing for those pupils defined as having Additional Learning Needs (ALN) at Coedpenmaen Primary we aim to:

- Ensure that all pupils are valued equally
- Ensure that all pupils work to reach their individual levels of potential
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs / Additional Learning Needs are identified and assessed as early as possible
- Ensure pupils' needs are met as soon as is practicable
- Ensure that all children have access to a relevant, broad and balanced curriculum
- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systematic basis

### Partnerships

At Coedpenmaen Primary we believe that to meet the needs of children with ALN successfully, a strong partnership between all partnerships involved is essential – LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

#### - Partnership with Parents/Carers

The school values the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

We endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's needs within the ALN Framework
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

We fully support parents whose child has gone through the Statutory Assessment process resulting in a "Statement" and review meetings are held at least annually or sooner as the outcomes warrant.

The School is working towards a Person Centred alternative to Statements- an initiative by the Welsh Government which is planned to eventually replace statements.

Parents are informed of the Additional Learning Needs Policy implementation and any changes to the policy in the Governors' Annual Report to Parents. This policy is available to parents on request.



# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

### ROLES AND RESPONSIBILITIES

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and ALNCO, ALNCo support, all members of staff have important responsibilities.

#### The Governing Body

The Governing Body, with the Head Teacher and staff have agreed this policy and the procedures for meeting the needs of those pupils with Additional Learning Needs, with or without a Statement. The Governors determine the staffing and funding arrangements and oversee the provision and work.

The Governing Body and ALN Governor monitor the school's work closely on behalf of the children with ALN. The Governing Body reports annually to parents on the school's policy on ALN.

The Governing Body of the School endeavour to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2002 in order to:

- Do its best to provide the necessary provision is made for any pupil who has Additional Learning Needs
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA that a pupil has Additional Learning or Special Educational Needs, those needs are made known to those who are likely to teach them
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Additional Learning Needs
- Ensure that a pupil with Additional Learning Needs joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practicable. This should be compatible with:
  - the child receiving the special educational provision
  - their learning needs call for and
  - the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

#### Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher will keep the Governing Body fully informed on Additional Learning Needs issues. The Head Teacher will work closely with the ALNCO and ALNCO support.





# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

### ALNCO Team

The ALNCO and ALNCO support staff play a key role in determining the strategic development of the ALN Policy and provision in the school in order to raise the achievement of children with ALN.

The ALNCO takes day-to-day responsibility for the operation of the ALN policy and strategically manages the provision for individual children, working closely with staff, parents and carers and other agencies. The ALNCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching with ALN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the ALNCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The ALNCO collaborates with curriculum leaders so that the learning for all children is given equal priority.

The principle responsibilities of the ALNCO include:

- Overseeing the day-to-day operation of the ALN policy
- Co-ordinating provision
- Liaising with, and advising, teachers
- Managing learning support assistants
- Overseeing the records of all children with Special Educational Needs
- The administration of reviews, Individual Education Plan (IEP)s , Individual Behaviour Plans (IBPs) etc. and the ALN Register
- Liaising with parents of children with ALN
- Contributing to the in-service training of staff
- Liaising with external agencies, including the LA and Educational Psychology Services, Health and Social Services and voluntary bodies

The school acknowledges the importance of this role and the time required for managing Additional Learning Needs. The ALNCO is given time for administration and monitoring and clerical support is also provided where necessary.

### Teaching and non-teaching staff

All staff have been involved in the development of the school's ALN policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with ALN.

Class teachers are fully involved in providing for the needs of the children in their care in the pre-ALN, Early Years Action, Early Years Action Plus, School Action and School Action Plus categories, in writing IEPs/ IBP and collecting additional information for the ALNCO and other agencies. They are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. Learning is differentiated so all children can achieve success.

Teachers and non-teaching staff have responsibility to:

- liaise with the ALNCO in planning, reviewing and supporting children with special educational needs.
- support the writing of IEP/ IBP etc. targets, alongside the child.
- prepare appropriate (including differentiated) materials
- make provision for the delivery of a child's IEP/ IBP
- ensure continuity, particularly when children are withdrawn
- when appropriate liaise with parents, TA's and others as appropriate
- ensure all children on ALN register have a one page profile.



# ADDITIONAL LEARNING NEEDS

### Special Needs Support Assistants (SNSAs)

SNSAs are employed to support a child or children with a statement of specific learning needs. They have responsibility for the child's specific needs during their time with that child or children and follow a timetable of pertinent activities that is written in response to their Statement of Educational Need. They liaise with the class teacher and ALNCO on planning, on pupil response and on progress. They attend annual statement review meetings and contribute regarding their pupil's progress and challenges.

### EARLY IDENTIFICATION

We believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Additional Learning Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop a plan and provide additional support if necessary and practicable.

If a child is identified as having a Additional Learning Need, the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- Involve parents in developing and implementing a joint approach at home and in school

Coedpenmaen Primary is open and responsive to expressions of concern by parents, and takes account of information that parents provide about the child.

### Record-keeping

We acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed:

- Class teachers have responsibility for reporting concerns, implementing in-class interventions and monitoring progress in the class. They attend in-school 'ALNCo Surgeries' to discuss their concerns.
- The ALNCO is responsible for ensuring that comprehensive records are kept properly and available as needed
- Details of academic progress are maintained and demonstrate the value of provision/interventions for individual pupils.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the ALNCO, including IEPs

### Monitoring Children's Progress

At school, the progress of all pupils is monitored by the class teacher who should provides differentiated work that os appropriate to each child's individual needs. Where the teacher is concerned about a child's progress, staff discuss the issues with the ALNCO and follow our **ALN Provision Flow Charts** (see Appendix 1)

### Pre-ALN: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child within the classroom. This is the first stage of the school's graduated response.

The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise concerns they may have.

# ADDITIONAL LEARNING NEEDS

**Foundation Phase**, a child's Foundation Phase Profile / Focused class assessments / WELCOMM profile, NBAR profile, CLIC profile, Hands on Literacy assessment and staff observations are taken into consideration if there are ongoing concerns.

Observations and intervention strategies are used and advice is taken from the ALNCO and ALNCO support. Concerns expressed about a child must be investigated.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child progressing as effectively as possible. In these circumstances, the ALNCO should be consulted.

The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the class. Consideration should then be given to supporting the pupil through **School Action** or **Early Years Action** depending on the age of the child.

The child's name will be placed on the school's **Special Educational Needs Register**. At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child because the child might have ALN. These are discussed with the parents in detail and advice is given.

## PROGRESS

The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties the main test of how far their learning needs are being met, is whether they are making adequate progress.

**Adequate progress** can be defined in a number of ways; it might, for instance be progress that:

- Closes the attainment gap between the child and the peer group
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- Matches, or better, the child's previous progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

## Early Years/School Action

When a class teacher or ALNCO identifies a child with ALN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated Curriculum. An IEP / IBP etc. will be written.

## Code of Practice Triggers for Early Years/ School Action

The triggers for intervention through Early Years/ School Action could be the teacher's or other's concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little progress even when the teaching approaches are targeted to areas of weakness
- Shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment
- Presents persistent, emotional or behavioural difficulties that are not improved by the school's behaviour management techniques
- Has sensory/physical problems/conditions and continues to make little/no progress despite the provision of special equipment
- Has communication and/or interaction difficulties and continues to make little/no progress despite the provision of a differentiated curriculum.

# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

If a child's class teacher believes that a child might need further support to make progress:

- The teacher should seek help from the ALNCO
- The teacher, together with ALNCO, considers the reasons for concern, referring to any information already in school
- Additional information is sought from the parents
- The school liaises with other agencies, for example, Health or Social Services, if they are involved with the child

The ALNCO and ALNCO support will take a lead in:

- Assessing further the strengths and weaknesses of the child
- Planning future support for the child in discussion with colleagues
- Monitoring and reviewing subsequently the action taken
- Preparing resources that the child can use in class to support their work
- Planning an Individual Educational Programme (IEP) which is attached to the pupil's One Page Profile.

The child's class teacher should remain responsible for:

- Working with the child on a daily basis
- Delivering the IEP whereby these targets are attached to the back of the pupil's "One Page Profile"
- Annotating the IEP and ensuring that targets are worked on in class and change with their support teachers when needed
- Informing and consulting the parents of the action taken to help the child, and the outcome of this action
- Collecting information about the child and details of extra help given should be incorporated in the child's records

### **Nature of Intervention - See the Coedpenmaen Provision Flowcharts (APP 1)**

It is the school's responsibility at this stage to provide the support it deems necessary to support each individual child.

The ALNCO and the class teacher decide on the action needed to help the child to make progress, consulting with the Head Teacher if extra resources are required. Intervention strategies could include:

- More detailed differentiation in class
- Provision of different learning materials or special equipment
- Participation in small group intervention sessions
- In the most significant cases, deployment of extra staff to enable further one-to-one or small group tuition - these decisions will be considered with reference to the link Governor with responsibility for Additional Learning Needs.



# ADDITIONAL LEARNING NEEDS

### Person Centred Planning (PCP)

This has been identified as the inclusive, child-centred approach to underpin the Welsh Government's proposed system for statutory reform and the approach will be used to generate an Individual Development Plan (IEP) for the child. "Implementation will be rolled out in early 2020..." (Welsh Government 2018)

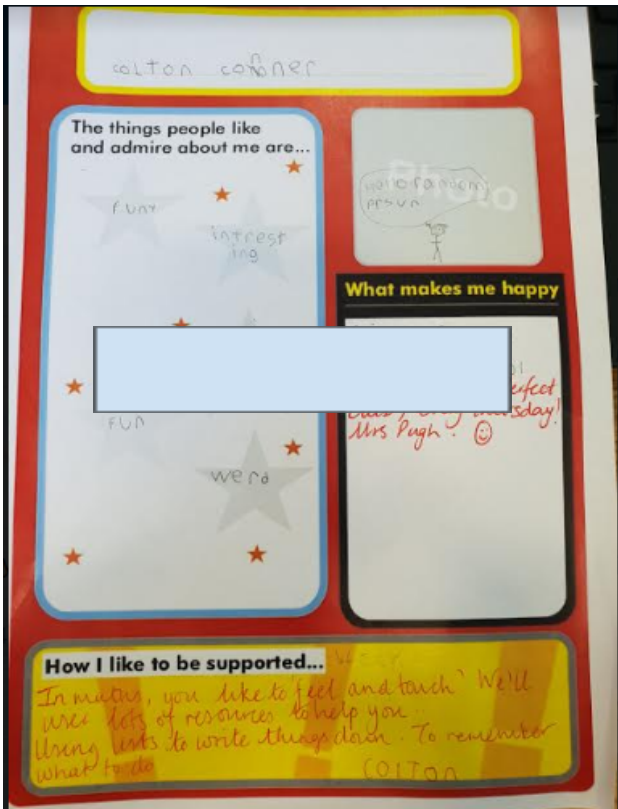
### How will an IEP be developed?

Once a child's need for an IEP has been identified, the process will be initiated by the ALNCo Support worker.

An IEP will include:

- basic information, such as biographical information about the child or young person, contact details and information about those working with them.
- contributions from children, parents and carers and professionals around main aspects i.e
  - "what's important to...?" the child
  - "what's important for...?" the child now and in the future
  - "what's working?"
  - "what's not working?"
- an action plan, outlining how the child's needs will be met, by whom and how this plan will be reviewed in the future.

The IEP is envisaged as a 'living' document, with agreed changes being implemented when appropriate. It is intended to be a flexible, responsive plan and its complexity will vary according to the child's needs. For some, an IEP may be very simple, and only include for example, the child, their parents/carers, the ALNCO and the class teacher. For others with more severe and/or complex needs, it will be much more in depth, with a large number of professionals from health, education and social care involved.



### COEDPENMAEN ONE PAGE PROFILES

All pupils at Coedpenmaen Primary School complete a 'One Page Profile' which is shared with all staff and parents. Parents, pupils and teachers are all invited to share ideas to contribute to the PCP. All involved annotate and discuss the questions below with the child. These are presented to the parents every parents' evening to ensure that they are updated on a regular basis.

ALN pupils attach their IEPs or IBPs to these documents also.

Questions considered through the completion of the profiles include:

- "what we like and admire"
- "How can we support you?"
- "What makes me happy?"
- "The things people like and admire about me"



# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

### PROVISION MAPS

Provision Maps are a tool used by our ALNCO, to enable us to detail the range of support provided for children with ALN in each Year group. Our whole school provision map gives an overview of the provision made as a school at the "School Action" stage, the "School Action Plus" stage and for pupils with a statutory Statement of Educational Need, Note in Lieu and pupils with complex needs. These may be reviewed termly or when the need arises.

### COEDPENMAEN'S GRADUATED RESPONSE

We follow RCT's 'A Graduated Response-meeting the needs of all learners' document and guidance for graduated response - in all areas of our work for pupils who may present with an additional learning need. This enables the school to evidence provision/interventions and pupils' progress following the provision / intervention to access further support from the LA if deemed necessary.

### Referrals

Within the Code of Practice, provision is made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. Immediate referrals to the LA therefore are made as the need arises (e.g. referral to LA LSS services - LSS AD, LSS SpLD etc)

### Statement of Educational Need

For pupils who have received a statutory Assessment process, the following evidence will have been provided :

- The school's action through School Action and School Action Plus
- Individual Education Plans and evaluations for the pupil
- Record of regular reviews and their outcomes
- The pupil's health, including medical history where relevant
- National Curriculum Levels/Outcomes
- Evidence of progress, or lack of progress, over time
- Attainments in Literacy and Mathematics
- Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- The views of the parents and child
- Evidence of the involvement of other professionals
- Any involvement of Social Services or Education Welfare Services

The description of the child's learning difficulty and progress, with information about the specialist provision made, form the basis on which the LA consider whether a Statutory Assessment is necessary.

If, in particular, the Educational Psychologist had been involved, the LA may be able to make a decision relatively quickly on whether a Statutory Assessment is necessary. Throughout this process the child will continue to be supported through their IEP.

When a child receives a Statement of Educational Need it should specify clearly the provision necessary to meet the needs of the child. At Coedpenmaen Primary, we endeavour to provide education in line with these recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with a statement have short-term targets set out in an IEP. IEPs for pupils with Statements are prepared by the ALNCO, ALNCO Support staff and with support from the external agencies and the class teacher.

Where the LA declines to provide a Statement the school can request a reassessment after six months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

### Annual Review





# Ysgol Gynradd Coedpenmaen Primary School

## Policy and Guidance for

# ADDITIONAL LEARNING NEEDS

All Statements must be reviewed at least annually, where parents, the LA, the school and other professionals involved consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the statement
- In the case of the first annual review, to assess the child's progress towards the targets in the IEP
- To review the special provision made for the child
- To consider the appropriateness of the Statement in the light of the child's performance
- To consider if the statement is to be maintained

### Annual Review Procedures

The Head teacher has delegated responsibility for the administration of Annual Reviews to the ALNCO. The Head Teacher assists with reviews where appropriate.

The ALNCO provides the LA with a report following each annual review

The ALNCO seeks written advice from

- The child's parents
- the child
- Anyone else specified by the Authority
- Anyone else the ALNCO considers appropriate
- The ALNCO circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.

The school's advice should contain commentary on:

- The child's progress towards meeting the objectives in the Statement
- Progress towards short-term targets
- The application of the National Curriculum
- The progress in behaviour and attitude towards learning
- The continued appropriateness of the Statement

### Annual Review Meeting

The review meeting will normally be arranged in the school and is usually chaired by the Head Teacher.

The Head Teacher will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, the ALNCO and Head Teacher, a representative of the LA, any other person whom the LA considers appropriate, and any other person whom the Head Teacher or ALNCO thinks appropriate.

Wherever possible, pupils should be involved, attending all, or part of the review.

The school follows LA advice throughout the Annual Review Meeting where agenda items consider:

- Whether the Statement remain
- Whether any amendments are required
- Whether the LA maintain the Statement, or if the LA should be recommended to cease the Statement and the child's needs be met in School Action Plus
- Any new targets to meet the objectives set out in the Statement
- Whether any additions or amendments should be made to an existing transition plan.

After the annual review, the ALNCO prepares a report to submit to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier.



*Caring Learning and Achieving Together*



*Gofalu Dysgu a Chyflawni gyda'n Gilydd*

# Ysgol Gynradd **Coedpenmaen** Primary School

## Policy and Guidance for

# **ADDITIONAL LEARNING NEEDS**

### **Transfer to Secondary School**

When organising the annual reviews, Coedpenmaen School will consider the following points before the child's transfer to Secondary school:

- The move to Secondary school will be considered in the review in Year 5 (In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage)
- Parents will be encouraged to visit the Secondary School to consider the options available to them

If the options are not clear, an interim review will be held early in the Autumn Term of Year 6

All the arrangements for a child's placement should, where possible, be completed no later than the beginning of March before transfer in September of that year.

It is important for placements to be finalised as early as possible in order for advance arrangements to be made.

If placements are completed within timescales, the ALNCO of the receiving school will be invited to the final annual review

### **Evaluation**

This policy will be the subject of continuous review by the Head Teacher, ALNCO, ALNCO support, ALN Governor, teaching and non-teaching staff. It will be an agenda item on the full annual Governors meeting in which the annual report to parents on ALN will be written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

The school is mindful of proposed changes to ALN provision through Welsh Government's Transformation Bill. Aspects of this policy may change to follow LA and WG advice throughout this transformation period.

### **Complaints procedures**

Parent's complaints about the provision or organisation of ALN are dealt with through the procedures outlined in the School Complaints Policy.