

Additional Learning Needs Policy

St David's High School

Date: September 2021

Reviewed October 2022

Version: 1

Introduction

This policy was created in partnership with the Senior Leadership Team, the ALN Governor, representative staff, parents / carers and children / young people. The policy reflects the statutory guidance set out in the ALN Code.

This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, ALNCo and ALN Governor, and is approved by the Full Governing Body.

The ALNCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

Parents can see a copy of this policy on the school website or a hard copy can be requested from the school office. (Please inform the school if you need the policy to be made available to you in a different format).

Context

This policy complies with the statutory requirement laid out in the ALN Code: 0 to 25 years and has been written with reference to the following related guidance and documents:

- Equality Act 2010
- Safeguarding Policy
- Admissions Policy

Definition of ALN

At our school we use the definition of ALN from the Code

This states:

“Additional learning needs” (“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 (c. 15) 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.

Rationale Statement

St David's High School is committed to the successful inclusion of pupils with Additional Learning Needs. At our school, every teacher is a teacher of all pupils, including those with ALN.

At St David's High School all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child receives a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

At our school, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

St David's High School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Provision for children with ALN is a matter for the school as a whole.

Every teacher is a teacher of children with additional learning needs. Teaching all children is therefore a whole school responsibility.

At St David's High School, we adopt a "high quality teaching" approach. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have ALN.

The key characteristics of high quality teaching are:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated
- High expectations of every pupil
- Appropriate use of teacher questioning, modelling and explaining

Objectives

- To develop effective whole school provision
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have ALN
- To provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning
- To ensure equality of provision for pupils with additional learning needs (ALN)
- To enable pupils with additional learning needs (ALN) to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with ALN

Role of the ALNCo

ALNCo (Additional Learning Needs Co-ordinator)

The ALNCo has day to day responsibility for the operation of the ALN policy and co-ordination of specific provision made to support pupils with ALN, including those who have an Individual Development Plan. Part of the role of the ALNCo is to:

- co-ordinate arrangements with the class teacher regarding those pupils with ALN
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with ALN up to date

ALNCo name: Mr Tamlin Jones

Contact details: 01244 671583

SDHS ALN Processes

Assess, Plan and Do

Where it is decided to provide a pupil with ALN support, we will talk to the parents and child. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teachers will remain responsible for working with the child on a daily basis in lessons.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The subject teachers, working with the ALNCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, Physiotherapy Service, Occupational Therapy Service, and, when appropriate, Social Services and Looked After Children Team.

Managing pupils needs / IDP's

Formal review meetings will take place termly, where parents and pupils will be involved in reviewing progress and setting new outcomes. Subject teachers are responsible for evidencing progress according to the outcomes described in the child's plan (IDP).

Partnership with Parents / Carers

The child is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set.

Parents with concerns about their child should discuss these first with the form tutor who will inform the ALNCo if necessary. Parents are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Complaints Procedure

Initially an attempt will be made to resolve a complaint about ALN provision at school level, within one week of the complaint having first been made. Parents who are dissatisfied with the school's provision for additional learning needs should in the first instance report this to the form teacher - if they remain dissatisfied, they should make an appointment to see the ALNCo/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for additional learning needs, who may be contacted through the School Office.

If parents are still not happy after using the school's complaints procedure, parents should contact the Local Authority for advice, support and information. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

Pupil Participation:

The views of all pupils are valued. Pupils with ALN are supported to be involved in decision making and to be able to express any concerns.

Supporting children with a medical condition

Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place. Where a pupil also has ALN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Staff development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to ALN.

The ALNCo ensures staff are informed of local and national developments in relation to ALN and Inclusion. Where appropriate, specialists are used to deliver the training.

Monitoring and Evaluating ALN

Provision for pupils with ALN is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with additional learning needs.

Admission Arrangements

Please refer to the information contained in the school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of ALN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school, parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about ALN provision will be shared with the next school /setting through the review process.

Looked after children (LAC)

The ALNCo and LAC County Co-ordinator meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after who also have ALN.

Role and Responsibilities

Governors will ensure that:

- the necessary provision is made for any pupil with ALN
- all staff are aware of the need to identify and provide for pupils with ALN
- pupils with ALN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make additional learning provision for their child
- they are fully informed about ALN issues, so that they can play a major part in school self-review
- termly meetings between the ALNCo
- the ALN Policy is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approval by the Full Governing Body

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with additional learning needs
- keeping the governing body informed about ALN issues
- working closely with the ALNCo

The ALNCo is responsible for:

- overseeing the day to day operation of the school's ALN policy
- co-ordinating the provision for pupils with additional learning needs
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with ALN
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's ALN register and records

- liaising with the ALNCOs in receiving schools and/or other schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- providing high quality teaching for all children setting high expectations which inspire, motivate and challenge pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with ALN in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's ALN policy and procedures for identification, monitoring and supporting pupils with ALN
- directly liaising with parents of children with ALN
- managing behaviour effectively to ensure a good and safe learning environment

NEST Centre Manager and Teaching Assistants (TAs) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the ALNCO
- providing feedback to the class teacher regarding children's progress in lessons
- providing feedback to the class teacher and/or the ALNCO as appropriate, regarding children's progress in achieving individual targets
- delivering (and reporting back on) specific intervention programmes under the direction of the ALNCO and/or class teacher

ALN Governor :

Designated Staff with specific Safeguarding responsibility: Mr Tamlin Jones

Member of staff responsible for Looked After Children (LAC): Mr Tamlin Jones