





Respect – Commitment – Success
Parch – Ymrywmiaid – Llwyddiant

**ADDITIONAL
LEARNING NEEDS
POLICY**

Document Version Control

Document	<i>Additional Learning Needs Policy</i>
Reference	<i>SP/Additional Learning Needs Policy</i>
Associated Policies and Documents	<ul style="list-style-type: none"> • <i>The Education Act 2002 (Sections 35 and 37)</i> • <i>The Special Educational Needs (Information) (Wales) Regulations 1999</i> • <i>The Special Educational Needs (Provision of Information by Local Education Authorities (Wales) Regulations 2002</i> • <i>Handbook of Good Practice for Children with Special Educational Needs (Welsh Government Guidance circular)</i> • <i>Special Educational Needs Code of Practice for Wales</i>
Author	<i>Jen Howlett (ALNCo)</i>
Reviewer	<i>Andrew Williams (Headteacher)</i>
Consultation	<i>Development Committee of the Governing Body</i>
Approval	<i>Full Governing Body</i>
Date of approval	<i>July 2022</i>
Date of review	<i>July 2023</i>
Date of publication	<i>September 2022</i>
Chair of Governors	
Headteacher	

Equality Impact Assessment

Name of Policy or Procedure	Additional Learning Needs Policy
Date of review/approval	July 2022
Those involved in the assessment	Jen Howlett & Andrew Williams
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	<ul style="list-style-type: none"> • Gender • Sexual orientation • Religion/belief • Age • Gender reassignment • Marital status <p>The policy deals with the provision made for pupils who have additional learning needs – which may arise from disability, behavioural issues, pregnancy/maternity, lack of fluency in the English language and illness. The provision is not determined by any of these characteristics.</p>
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	Disability Race Pregnancy/maternity Pupils with these protected characteristics may need to access the provision detailed in the policy.
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	Provision is outlined for pupils with additional learning needs (include hearing impairment and autistic spectrum conditions), with behavioural or medical problems or pregnancy/maternity issues.
Recommended changes to mitigate against potential negative differential impacts	<p>There is a section on protected characteristics which states:</p> <p>'Many of the pupils identified as having additional learning needs, particularly those with SEN statements, are likely to be regarded as disabled within the terms of the Equality Act 2010. The school is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly, reasonable adjustments are made and the pupils have equal access to all services and activities provided by the school, including trips and clubs, in line with the provisions of the Act and in compliance with the school's equality policy.'</p>

	<p>Another protected characteristic under the Equality Act 2010 is pregnancy/maternity. The school strives to ensure that girls who become pregnant or have young children are able to continue their education. Depending on the particular circumstances they may attend on-site classes, attend the Outreach Programme or receive home tuition.' The policy also describes the provision for pupils who have English as an additional language. Many of these pupils are also protected in terms of race under the Act.</p>
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The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

Introduction

This Additional Learning Needs policy details how Radyr Comprehensive School will do its best to ensure that the necessary provision is made for any young person who has an additional learning need and that those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those students who have an additional learning need to allow all students to join in the activities of the school inclusively, as far as is reasonably practical and compatible with the young person receiving provision and the efficient education of the students with whom they are educated.

The staff and governors at Radyr Comprehensive School will endeavor to ensure that all ALN students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of ALN learners. All teachers are teachers of ALN learners. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of ALN students requires partnership working between all those involved – Local Authority, school, parents/carers, students, children’s services and all other agencies. The school is committed to welcoming all young people. Adjustments will be made where necessary and where possible to enable all students for whom Radyr Comprehensive School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental principles

The school aims to ensure that:

- ALN students will have their needs met;
- The views of the students are sought and taken into account;
- Partnership with parents/carers plays a key role in supporting their child’s education and enabling them to achieve their potential. Our school will endeavor to support parents/carers through the process of transition and adjustment;
- ALN students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways;
- Teachers are aware of the importance of early identification and of providing differentiation for ALN students whom they teach;
- ALN students have full access to all school activities so far as it is reasonably practical and in relation to the student’s needs;
- We work in partnership with external agencies to meet the needs of the student; and
- There is a smooth transition at each stage for the student.

Legislative framework

The school's Additional Learning Needs policy for young people with additional learning needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- Education and skills Act 2006;
- Equality Act 2010;
- The Additional Learning Needs Code for Wales 2021.

The school will:

- Inform the student and parent/carer that provision is being made because of an ALN (i.e. they are being supported as part of the additional learning needs code for Wales);
- Ensure that parents/carers have knowledge about the ALN provision that the school makes, are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's ALN;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have ALN;
- Ensure that a student with ALN joins in the activities of the school together with students who do not have ALN;
- Have a written ALN policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEN Code of Practice), and revised for the The Additional Learning Needs Code for Wales and report to parents/carers on this code and developments in the reform in the school prospectus, including the name of the person responsible for coordinating ALN provision. (Miss J. Howlett)

Definition of ALN

A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision (ALP).

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

This may require provision to be made for them e.g. which is in addition to or different from specific subject differentiated curriculum plans.

It is possible for a child or young person to have a learning difficulty or disability that does not call for ALP. In these instances such a child or young people would not be considered to have ALN. Further it is important to note that not all learning difficulties or disabilities that arise from a medical condition will call for additional learning provision.

Pupils for whom English is an Additional Language (EAL)

Lack of competence in English must not automatically be equated with learning difficulties but requires careful assessment. The school will contact EMTAS for advice if required and support will be offered via OASIS and differentiation within an inclusive classroom setting.

Pupils with protective characteristics

Many of the pupils identified as having additional learning needs, particularly those with SEN statements, are likely to be regarded as disabled within the terms of the Equality Act 2010. The school is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly, reasonable adjustments are made and the pupils have equal access to all services and activities provided by the school, including trips and clubs, in line with the provisions of the Act and in compliance with the school's equality policy.

Another protected characteristic under the Equality Act 2010 is pregnancy/maternity. The school strives to ensure that girls who become pregnant or have young children are able to continue their education. Depending on the particular circumstances they may attend on-site classes, attend the Outreach Programme or receive home tuition.

Identification, Assessment and Provision

Graduated response

The school will adopt a graduated response to meeting additional learning needs that requires the initial use of classroom and school resources before bringing in specialist expertise. When a young person is identified as having additional learning needs, the school will intervene as described below at an Additional Learning Provision level through a Person Centred Review. Such interventions are a means of helping the school and parents/carers match provision to individual pupil needs.

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, students, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

Additional Learning Provision

A student may be identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness, over a long period of time;
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- Continues working at National Curriculum levels substantially below that expected of young people of a similar age;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques or individual / group support sessions employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has ALN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning;

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with the school, the ALNCo/Assistant Head Teacher (Inclusion & Wellbeing) will contact them having discussed the situation with the parents/carers. The ALN team will further assess the young person and support for the individual will be discussed and action taken. As the result of a PCR meeting the decision may be taken by the ALN team, in consultation with the parents/carers and young person, to involve external support services provided by the Local Authority and other agencies. An Individual Development Plan (IDP) will be written.

External agencies will provide advice on setting appropriate IDPs and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

Statutory Assessment of ALN

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions a request may be made to the LA for Statutory Assessment. This will decide the nature of the provision necessary to meet the young person's ALN. If the school cannot reasonably meet this, then the Local Authority may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Cardiff Local Authority, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- The school's action through graduated response;
- Individual Development plans for the student;
- Records of regular Person Centred Reviews and their outcomes;
- The student's health including medical history where relevant;
- National Curriculum levels attainments in literacy and mathematics

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents/carers and of the student;
- Involvement of other professionals for example involvement by the social services or education welfare service.

Assessment, Planning and Review

Identification

ALN students may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students concerns or by external agencies. Areas of need are identified and prioritised and help to inform the IDP.

IDPs

IDPs include realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents/carers, external agencies and students. These will be reviewed across the academic year with a new IDP produced annually. Parents/carers are invited to contribute to this process, along with the student and discuss the nature of the targets and information provided regarding strengths and difficulties. The IDP should include information about:

- The short-term targets set in partnership with the student;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when IDP is reviewed).

Review Process

IEPs are reviewed annually with input from the student, parent/carer, teachers, learning support staff and outside agencies. Students with a Statement of Educational Need have an IDP, which is held by the Local Authority and has been established after consultation with the parents and the individual student and will include targets identified in the statement of ALN.

The delivery of the interventions will continue to be the responsibility of the subject teachers, the ALN team and where applicable outside agencies. All statements will be reviewed annually with the statement review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

Students participate in their reviews by:

- Attending their review meetings;
- Offering their opinion and advice in the setting of targets by completing a student advice form;

- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers and link TA.

The ALNCo will then discuss the outcome of the review and inform the Local Authority representatives where appropriate. The Annual Review at the end of KS4 will give clear recommendations as to the type of provision required Post 16. The Careers Advisor (Andrea Challenger) will be invited to the reviews at key transition points, e.g. KS3 into 4, and KS4 into 5.

Statemented students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies. All students will also participate in student voice as part of the whole school initiative.

Post 16 Provision & Support

The ALN Department, where possible, with available funding permitting, will continue to support those students with ALN during their post 16 studies. The ALN Department will also support students with regards to the testing arrangements etc. that relate to applications for special considerations for external exams.

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the ALN Policy. The day-to-day management and organisation of ALN at the school is the responsibility of the Head Teacher, ALNCo/Assistant Head for Wellbeing and Inclusion in conjunction with the support of colleagues in the Learning Support Department. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's ALN Policy. All governors, especially the ALN Governor will ensure that they are up to date and knowledgeable about the school's ALN provision.

The Role of the ALNCo/Assistant Head Teacher (Inclusion and Wellbeing)

- In collaboration with the Head Teacher and Governing body, determine the strategic development of the ALN policy and provision at school with the ultimate aim of raising the achievement of pupils with ALN need;
- Line Management of ALN;
- Contributing to the continuing development and training of school staff;
- To ensure that any student who joins the school later than the start of Year 7 who has identified with ALN are referred for assessment so that interventions can be activated and their progress monitored.
- Oversee, review and maintain statements and records for all ALN students.
- Ensure that all up to date IDPs and Statements and the ALN register, including Access Arrangements etc. are available to all staff via SIMS linked documents or staff shared area;
- Oversee the day-to-day operation of the school's ALN Policy;
- Co-ordinate provision for ALN students;
- Co-ordinate the use of the school OASIS area and the provisions that are offered within it:

- Collaborate with ALNCoS in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support;
- Manage the ALN team of TAs on a daily basis;
- Liaise with and advise colleagues on all matters relating to ALN;
- Organise and maintain the records of all ALN students;
- Liaise with parents/carers of ALN students in co-operation with tutors and subject teachers, learning support assistants, progress leaders, wellbeing officers and others as appropriate;
- Contribute to the continuing development and training of school staff;
- Liaise with external agencies including the LA casework officer and the educational psychology service, health and children's services, voluntary bodies, primary school ALNCoS and others as relevant/appropriate.

The Role of classroom teachers

- Differentiation of classroom materials to meet the needs of students with ALN in their classes;
- To be aware of and follow recommendations or IDPs for students on the ALN register;
- To ensure information and records related to students ALN status are kept secure;
- To meet any review deadlines set by the ALNCo;
- To monitor all students' progress and highlight any potential concerns to the ALNCo in order to trigger further investigation;
- To attend ALN related INSET and ask for support from the ALN Department if more support or guidance is needed in order to meet a students' needs.

Dealing with complaints

Parents/carers are made aware that they can phone / email / write at any time if they have a concern or complaint regarding their child's support.

In the first instance all complaints are dealt with personally by the ALNCo/Assistant Head Teacher (Inclusion and Wellbeing) or Director of School, Subject Leader and Wellbeing Officer if applicable would be informed of events and the nature of the complaint, and may be involved in meetings with parents/carers in order to find a resolution to the concern.

If the complaint concerns the LA, then the ALNCo would inform them and advise the parent/carer of next steps. If the concern has legal implications or is likely to involve child protection procedures the School and County policies will be followed.

In the event of a parent/carer having concerns that are not resolved by this system they can follow the school's complaints procedure, and meet with the Head and/or Governors if necessary.

Evaluating the success of the ALN policy

The following procedures provide evaluative points for assessing the effectiveness of the school's ALN policy:

- ALN departmental meetings and minutes;
- Student assessments for review meetings;
- Student and parent/carer views relating to the statutory review of stated need;
- Evaluation of IDPs;
- Value added assessment data collated from the external examination procedure;
- Internal teacher assessment collated within the Review and Commendation process;
- Attendance of Local Authority ALNCo meetings;
- Parent/carer voice via meetings, questionnaires and evaluations;
- Faculty Review Reports.