

Polisi Anghenion Dysgu Ychwanegol

Additional Learning Needs Policy

Procedure/Guidance

Policy Issued: September 2024

Policy Author: Sioned Davies (Headteacher)

Review Date – July 2025

Reviewed by:

Introduction/Rationale

This policy is a statement of the aims, principles and strategies for identification and management of pupils with Additional Learning Needs (ALN) at Amberleigh Therapeutic School, Golfa Hall. It is intended to provide a consistent framework and to ensure that all students have their needs met, allowing them to be challenged and work towards their full potential, achieving the best experience. Amberleigh Therapeutic School, Golfa Hall celebrates and empowers individuality of all employees and pupils. We are committed to ensuring that every pupil, regardless of race, creed, age, gender or disability has equal access to all aspects of the curriculum and endeavour to support all individuals with additional learning needs. In line with the ethos of the school we believe that all pupils should be allowed to demonstrate their ability, under all situations and circumstances.

Aims

- To ensure that all pupils with Additional Learning Needs (ALN) receive the best possible education and are enabled to develop their full potential both academically and socially.
- The school aims to integrate all learners into all aspects of school life, where they are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.
- We aim to provide a caring environment in which learners are provided with experiences, opportunities, activities and challenges which are designed to encourage the development of each individual.
- Work closely with all staff in the therapeutic community, professionals from other agencies and the local authorities involved to provide the best support that enables all pupils to feel included in all aspects of school life.
- Plan and deliver appropriate interventions and so that our pupils are healthy and confident individuals.
- Work with pupils and their carers in a person-centred way to identify any learning needs that they might have.
- To operate a whole school approach to ALN, following the Additional Learning Needs Code of Practice Wales (2021)
- To continue to develop employee training to support the above.

At Amberleigh Therapeutic School we believe that ALN and inclusion is everyone's responsibility. However, there are some key roles and responsibilities that must be undertaken. Below we explain the different roles within the school and how they support our pupils.

ALNCo Roles and Responsibilities

Our trainee ALNCo has day-to-day responsibility for the operation of ALN policy and coordination of specific provision made to support individual pupils with ALN, including those who have an Individual Development Plan (IDP)/ Education Health Care Plan (EHCP). Our trainee ALNCO is aware of the ALN Code and the duties that fall to us as a school.

As part of this role our trainee ALNCO will:

- Provide assistance and support to students in their learning processes to ensure equal access to all areas of the curriculum, including both the academic and the co-curriculum
- Provide professional guidance to colleagues and will work closely with teacher, carers, therapists, parents and other professionals involved in the young person.
- Consult with teachers, parents/guardians/SW, virtual school and employees regarding the additional learning needs of the students.
- Work with pupils to assess their difficulties and how to best support them
- Design, implement, evaluate and adjust IDPs and EHCP's for English pupils that illustrate personalised support strategies, interventions and targets.
- Provide individual intervention sessions for pupils with additional learning needs on a regular basis, including in-class support.
- Provide strategies, resources and training in learning support and ALN related matters for subject teachers and the wider community at Amberleigh Therapeutic School, Golfa Hall.
- Coordinate with Tutors and other relevant staff members and house staff to provide support for pupils with identified learning needs or emerging concerns
- Collaborating with multi/external agencies to organise specialist support/assessments for pupils with identified additional learning needs
- Work with the Examinations Officer overseeing access arrangements in internal and external exams.
- Liaise with other ALNCO's in mainstream settings to build a network of professionals to ensure that our pupils with ALN receive appropriate support and high-quality teaching.

Our trainee ALNCo is Mareike Wenzel and their email address is:

Mareike.wenzel@amberleighcare.co.uk

Our Headteacher and proprietor are committed to ensure the school fulfils its statutory duty towards children and young people with ALN in accordance with the guidance set out in the ALN Code(2021) SEN Code of Practice for Wales (2004)

- Ensures that our school maintains an inclusive ethos for all pupils with additional learning needs.
- Ensuring the school maintains provision for pupils with ALN according to the ALN Code.

- Develops, implements, reports on, and annually reviews the school's ALN policy.
- Ensures that the responsibility for meeting the needs of pupils with ALN is shared by all staff.
- Ensures that delegated resources for ALN are allocated fairly, efficiently and address identified needs.
- Ensures systems are in place for the early identification, assessment, provision and monitoring of individual needs.
- Ensures the school provides an appropriately differentiated curriculum across all areas of learning to match the child or young person's needs.
- Takes advantage of training opportunities provided, to develop ALN expertise throughout the school.
- Ensures arrangements are in place in school to support, where appropriate, pupils with medical conditions.
- Ensures that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

Additional Learning Needs (ALN)

There is a wide range of learning difficulties and disabilities, but the ALN Code (2021) broadly places them into the following four categories:

- Communication and interaction – these include children and young people with speech, language, and communication needs, and those with an Autism Spectrum Condition (ASC)
- Cognition and learning – these include children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning disabilities (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- Behaviour, emotional and social development (BESD) – these difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- Sensory and/ or physical these include children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of the above needs will be included in our school community.

ALN Provision

A pupil has ALN where their learning difficulty or disability calls for additional learning provision (ALP), namely provision different from or additional to that normally available to pupils of working at the same stage. We will assess each pupil's current skills and level of attainment on entry to the school and we will make regular assessments of progress for all pupils throughout the academic year. These

will seek to identify pupils making less than expected progress given their stage in the curriculum and individual circumstances.

This is progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's or young person's previous rate of progress

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. In identifying a child or young person as needing support, the class/subject teacher, working with the ALNCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers, national data and their individual baseline. Where necessary targeted bespoke supported will be implemented for pupils based on first concern forms, professional reports and data.

If a pupil is identified as one who requires bespoke support, the ALNCo will continue their assessment and conduct a range of qualitative and quantitative assessments to further establish their strengths, difficulties and needs. As part of the assessment, they will contact S/W, previous education providers, parents to request previous academic/medical reports or documentation, alongside their view of their child's educational progress.

If the outcome of the ALNCO's assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with adult with parental responsibility.

This may involve:

- Educational Psychologist;
- Speech and Language Therapist/Auditory difficulties;
- Occupational Therapist;

Progress will be monitored and reviewed where necessary. Pupils who require access arrangements for their examinations are assessed based on their individual needs. To apply, students must have an evidential document detailing the justification for the access arrangements.

Slow progress and low attainment do not necessarily mean that a child or young person has ALN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in Welsh or English as an additional language are not ALN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has ALN. The majority of our pupils have significant gaps in learning and the majority have had poor early childhood experiences in education, to support the school will put in targeted bespoke teaching strategies/interventions to ensure each learner can make progress.

School IDP

A learner may be identified as having additional learning needs (ALN) and school will take additional or different action to secure progress. For any learner from Wales identified as having ALN, school will create and maintain an IDP and take all reasonable steps to ensure that the necessary additional learning provision (ALP) is secured. Most pupils from Wales who require an IDP would normally arrive at Amberleigh Therapeutic School with an IDP in place. The responsibility for maintaining the IDP remains with the school.

IDPs are used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations.

Local Authority IDP

Where, despite taking relevant and purposeful action to identify, assess and meet the ALN of the child or young person, they have not made expected progress, consideration will be given to requesting an LA IDP. This request can be made by the school or by parents. The local authority will maintain the IDPs for pupils looked after by the LA.

In considering whether an LA IDP is necessary the local authority will consider the evidence of the action already being taken by the school to meet the child or young person's ALN.

EHCP

Pupils placed at Amberleigh Therapeutic School, Gofa Hall whose placing authority and origination is in England the normal practices for EHCP review and completion will take place in that format.

The responsibility for arranging professional meetings remains with the school.

Reviewing EHCPs and IDPs

They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person as appropriate, their parents or carers and any other relevant professional working with the child or young person, and will take account of their views, wishes and feelings. The review will focus on the child or young person's progress towards achieving the outcomes specified in the IDP/EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate and if the additional learning provision is still relevant and appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- We will endeavour to synchronise IDP reviews with PEP Meetings.

Working in partnership

At Amberleigh Therapeutic School we are committed to working in partnership with social workers, parents and carers and will always work in a person-centred way.

We will:

- Have regard to the views, wishes and feelings of parents/carers
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents/carers of children/young people as often as is necessary in the most convenient format for all parties
- Provide an annual report for parents/carers on their child's progress

If there are any disagreements about ALN support for their child, we will work with the involved parties to try to resolve these. If parents/carers/social services have a complaint, they can use the school's complaints procedure.

Involving children and young people

We are committed to involving children and young people with ALN in decisions about their learning and we will always work in a person-centred way.

We will:

- Have regard to the views, wishes and feelings of children and young people.
- Provide children and young people with the information and support necessary to enable full participation in decision making.
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Record Keeping

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any ALN support provided.

Support and provision provided for children and young people who demonstrate emerging ALN learning needs or who have ALN takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Clear dates for reviewing progress are agreed and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Assessments, reports, EHCP's for English pupils and IDPs are kept on paper in each pupil's file, as well as electronically on Ambertrack. Confidential information is stored in a locked filing secure office/store.

Curriculum and Learning Environment

Using the Curriculum for Wales (CfW) framework we adapt our curriculum and make it accessible for all pupils to ensure that it will:

- Enable all pupils to make progress towards the four purposes
- Be broad and balanced
- Be suitable for pupils of different ages, abilities and aptitudes (including those with ALN)

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate, and achieve the best possible outcomes irrespective of whether that is through

reasonable adjustments for a disabled child and young person or additional learning provision for a child or young person with ALN.

Training and continuing Professional development

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the ALN most frequently encountered. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We will always ensure that any child or young person, no matter what their past experiences, has the support to achieve their potential and overcome the barriers to learning that they may be facing. We will strive to implement diverse solutions and support targeted towards their individual needs.