



Myddelton College

Additional Learning Needs (ALN) Policy

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SECTION 1: AIMS AND OBJECTIVES

Introduction

This document details a whole school ALN policy and aims to:

- Set out how this school will ensure that the necessary support, provision and inclusive education is made for pupils with additional learning needs (ALN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with additional learning needs.
- This policy was developed by the ALNCo with support from the Headteacher and is shared with the whole school through the school online system.

Values

Myddelton College firmly believes that all pupils should enjoy equal access to the curriculum and should be given appropriate support to overcome any potential barriers to learning.

The school is committed to valuing all contributions and achievements from all pupils and endeavours to cultivate an inclusive spirit where differences in learning and ability are recognised, supported and celebrated in equal measure.

We regard every teacher as a teacher of every child or young person in the college, including those with ALN.

This policy seeks to adhere to the principles set out by the Additional Learning Needs and Education Tribunal (Wales) Act 2018, as set out below:

- identification and intervention in relation to ALN should take place at the earliest opportunity;
- all those involved in providing support to children and young people with ALN should work together in the best interests of the child or young person;
- transitions should be planned in advance and consideration given to supporting transition into adulthood;
- the views, wishes and feelings of the child, child's parent or young person should be at the heart of all decision making processes;
- meeting the needs of learners with ALN should be a part of a whole school approach to school improvement;
- learners must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible; and
- Compliance with the Welsh Language Standards.

Aims and Objectives

We will:

- ensure that all our learners with ALN are supported to overcome barriers to learning in order to immerse themselves in all aspects of school life, with full access to the curriculum and pride in achieving their full potential;
- place importance on early identification of needs and the implementation of timely and effective, individualised interventions;
- focus on the early identification and assessment of the additional learning needs of students during transition periods. This includes both transitions to and from the school (including moving on to further education or a career) and transitions taking place within the school;
- fully support all school departments in the early identification, assessment and planning for pupils with ALN;
- work closely with boarding Year staff to ensure essential cross over support between school and boarding environs;
- carry out effective monitoring and regular evaluations of the interventions in place, in order that they might appropriately adapted, whenever necessary, to deliver the desired outcomes;
- recognise that the needs of the learner may change over time and that most pupils may need some form of support at some point in their education. Ensure that the school ALN system is able to adapt as flexibly as possible to accommodate the potential variations of a learner's needs through the practise of high quality teaching and a differentiated approach where appropriate;
- emphasise high aspirations for person-centred outcomes that are timely, measurable and achievable for our pupils with ALN;
- foster an understanding and acceptance of differences, additional learning needs and disability that encourages confidence and pride in each individual, including those with ALN;
- demonstrate a person-centred approach to learning where pupils and their family are placed at the centre of discussion and are involved as much as possible in planning for their needs;
- work in partnership with parents and guardians and ensuring that all aspects of their child's progress and achievement are fully and regularly shared;
- develop strong and cooperative link with external agencies in order to acquire specialist advice and facilitate the best support for pupils with ALN;
- aim to develop links with other schools, in order to share ideas and best practice, in relation to supporting pupils with ALN.

SECTION 2: LEGISLATION AND GUIDANCE

This policy is based on the statutory 'Special Educational Needs Code of Practice for Wales 2004' but will be guided by the 'Welsh Additional Needs Code of Practice (0- 25)' published in draft in December 2015, and with reference to the guidance set out within 'Implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018', in advance of the implementation of the new code. Also, the statutory guidance, 'Planning to increase access to schools for disabled pupils 2018'.

In addition, this policy relates to the following legislation:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- The Equality Act 2010 (issued under paragraph 2(4) of schedule 10 of the Equality Act 2010 ('The Act').
- The Child and Families Act 2010.
- The Education Act 1996
- Supporting Learners with Healthcare Needs - Guidance (2018)

SECTION 3: DEFINITIONS

Section 2(2) of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act') confirms that a child of compulsory school age or person over that age has a learning difficulty or disability for the purposes of the Act if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age (section 2(2)(a)); or
- has a disability which prevents or hinders them 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 a FEI (section 2(2)(b)).

A pupil must not be regarded as having a learning difficulty solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught'.

The term 'learning difficulty' covers a broad range of conditions including dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder, sensory processing disorder, speech and language disorders, emotional or behavioural difficulties, autism spectrum condition.

Not all disabled children and young people will have ALN. However if their disability prevents or hinders them from making use of educational facilities or strategies, which are the kind generally provided for others of the same age and so requires an additional learning provision as a result, then they are to be regarded as having additional learning needs.

It is the objective of all staff to recognise students who show outstanding aptitude and to provide planned activities fitting to their requirements. Those pupils who are considered 'more able and talented' should not be thought of as having ALN solely on the basis of their superior ability or talent. It is recognised that a learner could be more able and talented and also have additional learning needs that require additional learning provision, in another aspect of their ability.

Not all children and young people with a medical need will have ALN and the two are not the same. However, in some cases, medical conditions may have a significant

impact on the child or young person's experiences and the way they are able to function in school. The impact may be direct (the medical condition may affect cognition, physical abilities, emotional or behavioural states) or indirect (causing disruption in accessibility to their education).

Slow progress and low attainment do not necessarily mean that a child has ALN and should lead automatically to a learner being recorded as such. However, this may be an indicator of an ALN.

The 'Welsh Additional Needs Code of Practice (0-25) (Draft)' categorises special needs into four categories:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social
- Sensory, Physical and Medical

Additional learning needs can relate solely to one of these categories or be a combination of any of the four. Most children and young people will require additional support in some part of their education at some point and supporting their additional learning needs can be facilitated through careful analysis of the individual's learning differences (including any medical and/or pastoral aspects) and relevant, appropriate adaptation of the curriculum in order to enable access and achievement in line with their potential.

SECTION 4: ROLES AND RESPONSIBILITIES

Headteacher:

Assistant Headmistress and ALNCo/ALNCo: Mrs Nikki Pritchard

The ALNCo (Additional Learning Needs Coordinator)

The ALNCo is Mrs Katie Gresley-Jones (currently on maternity leave and covered by Mrs Lucy Davies).

The ALNCo is the individual with overall responsibility for ensuring the needs of all learners with ALN with the education setting are met.

In line with guidance provided in the Code of Practice, the key responsibilities of the ALNCo should include the following:

- promoting inclusion within the education setting;
- becoming a source of expertise on ALN by developing specialist skills and knowledge;
- coordinating provision across the education setting's policy on ALN, including a role in managing the allocation of learning support staff;
- contributing to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
- providing professional support to all staff to enable the early identification, assessment and planning for learners with ALN, ensuring Individual Support Plans are developed and reviewed appropriately in line with the Person Centred Practice ethos;
- liaising with maintained schools and FEIs where relevant, to facilitate a smooth transition between settings for learners with ALN;
- liaising with careers specialists to ensure that learners with ALN receive appropriate careers advice;
- assisting in professional learning of staff within the education setting to better meet the needs of learners with ALN;
- keeping up on the latest guidance and support available for ALN;
- working strategically with the senior leadership team to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010; and
- enhancing their own professional learning by liaising with the other ALNcos to develop and share experience and best practice.

The Headteacher

The Headteacher will:

- help to raise awareness of ALN issues at Senior Leadership Team meetings;
- monitor the quality and effectiveness of ALN and disability provision within the school and update the Senior Leadership Team on this;
- work with the ALNCo and the Senior Leadership Team to determine the strategic development of the ALN policy and provision in the school;
- work with the ALNCo and the Senior Leadership Team to determine the strategic development of the ALN policy and provision in the school;
- have overall responsibility for the provision and progress of learners and/or a disability.

The Teachers

Every teacher in the school is responsible for:

- the progress and development of every pupil in their class;
- working closely with other teachers and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the ALNCo to review each pupil's progress and development and decide on any changes to provision.

The Learner

Importance is placed upon the pupil being central to all thinking about their education and well-being. As part of a person-centred approach, all learners are encouraged to be as fully involved possible in their learning and provision – ensuring that the voices and needs of the learner are heard and actioned when planning and delivering their support. Pupils' aspirations will be listened to and wherever possible incorporated into their individual development plan. All plans for intervention are discussed with the learner and pupils are encouraged to set a personal area for improvement on their action plans and subsequently, self-evaluate and reflect (with support where necessary) regularly upon the progress they have made and any next steps, moving forward.

Parents and Guardians

Parental partnership is essential when identifying a pupil's potential learning difficulties and any subsequent planning for provision. Parents should inform the school directly if they have cause for concern regarding their child's progress or behaviour. All Individual Support Plans contain suggestions for home support that are designed to develop the parent partnership. Parents retain the overall

responsibility for decisions regarding their child's additional learning needs and the school endeavours to support parents with their choices.

SECTION 5: ALN INFORMATION REPORT

Categories of ALN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: Autism Spectrum Condition, Speech and Language Difficulties.
- Cognition and Learning: Dyslexia, Dyspraxia.
- Social, Emotional and Mental Health Difficulties: Attention Deficit (Hyperactivity) Disorder.
- Sensory and/or physical needs: Cerebral Palsy, Visual Impairments, Processing Difficulties.
- Moderate Learning Difficulties: Pupils with Moderate Learning Difficulties (MLD) will have attainments below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They are recorded as MLD since additional educational provision is being made to help them to access the curriculum. Pupils with Moderate Learning Difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Identifying Pupils with ALN and Assessing their Needs:

Pupils' current skills and levels of attainment are assessed on entry and will take note of previous settings and Key Stages, where appropriate. Form Tutors, Heads of Year and Subject Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than those of their peers starting from the same baseline and/or;
- fails to match or better the student's previous rate of progress and/or;
- fails to close the attainment gap between the pupil and their peers and/or;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having an ALN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our in-school provision or whether the resourcing of additional support is required.

Consulting and Involving Pupils and Parents:

Early consultations with the pupil and their parents or guardians are held when identifying the need for additional learning provision to be made. Such meetings will ensure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- parental voice is fully taken into account;
- pupil voice is fully taken into account;
- all participants in the conversation understand and agree upon the outcomes sought for the pupil;
- all participants have a clear understanding of the support plan that will be created for the pupil and are in agreement with the process;

Records will be made of these early conversations.

Parents are formally notified when it is decided that their child will receive ALN support.

Assessing and Reviewing Pupils' Progress towards Outcomes:

Teachers will work with the ALNCo to provide information about the progress of a pupil that may need additional learning provision. Information collated by teachers should clearly illustrate if, when and how the pupil needs support within their lessons.

The process will involve:

- the teacher's assessment and experience of a pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The efficacy of the support and interventions and their impact on the pupil's progress is regularly reviewed.

Supporting Pupils Moving Between Phases and Preparing for Adulthood:

Information is shared appropriately when a pupil is moving to or from another school, college or other setting. We will agree with parents and pupils which information will be shared as part of this and will use the information in order to facilitate a positive experience and an efficient transition for all involved.

Our Approach to Teaching Pupils with ALN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Identification of Pupils with ALN:

During the application process, parents are asked to inform the school if their child has a specific learning difficulty, additional learning need or any medical requirements that require the resourcing of provision additional to that which is provided within the school's offer. The family is then invited to meet with the Admissions Officer, ALNCo and Headteacher to discuss their child's needs. Each application is treated individually and every effort is made to accommodate and effectively support a learner's needs.

All new admissions sit the appropriate test from the CEM suite of assessments (please refer to The Academic Policy for a detailed description). If, following the results of the assessment, analysis indicates that there may be an additional learning need, the school will consult with parents/guardians and provide recommendations where considered appropriate. This consultation may include a recommendation for their child to be formally assessed, at parents' cost.

The identification of an additional learning need or specific learning difficulty does not preclude a child from admission to the school, since we acknowledge that most children will have the need for additional support at some point and are able to be supported effectively through all a combined approach from staff, parents and the pupil.

Myddelton College operates a graduated approach when implementing support for all of our pupils, incorporating all/most of the following approaches, as appropriate:

1. Scaffolding and differentiation within the classroom as required.
2. Targeted support, including intervention lessons.
3. The involvement of external professional agencies for advice, support and formal assessment for pupils identified as having potentially wider ranging learning requirements.

Individual Development Plans are written for pupils identified with an ALN. IDP Targets are set in September and are reviewed and amended if necessary at regular intervals during the academic year.

All Individual Development Plans place importance on pupil and parent voice and although they have set times for evaluation, they are considered working

documents that may be amended at any point during the year, in order to provide best support for the pupil. To this end, every pupil with an IDP is asked to complete a One Page

Profile. The One Page Profile provides important information from the pupil's point of view, is shared with all staff and can be incorporated into the content of their IDP. Parents and guardians contributions are actively invited through the sharing of the draft IDP, prior to its completion and distribution to staff.

The School encourages parental conversation by maintaining an 'open access' approach. Parents are invited to make appointments through their child's Head of Year.

Individual support lessons may be chargeable.

Access Arrangements

As per The Equality Act, 2010, a pupil with identified additional learning needs, disability, medical or physical conditions may be identified as eligible for additional support during public examinations. Evidence will be gathered from the subject teachers, any relevant medical information should be provided by the parents and where necessary, specific assessments by a suitably qualified professional may be necessary. An application will then be made to the examination board, based on the production of a portfolio of 'evidence of need'. Final decisions regarding the eligibility for and nature of access arrangements rest with the relevant examination board.

Withdrawal

Myddelton College reserve the right, following consultation with parents, to ask a parent to withdraw a pupil from the School if:

- A pupil is in need of a formal assessment, individual teaching support, learning support to which a parent does not consent; and/or
- A parent has withheld information from the college which, had the information been provided, would have made a significant difference to the School's management of a pupil's learning difficulties; and/or
- A pupil's learning needs require a level of support or medication which, in the professional judgement of the Headteacher, the School is unable to provide, manage or arrange;
- A pupil has additional needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities provided by the college.

Myddelton College will do whatever is reasonable to help parents find an alternative placement which will provide the pupil with the necessary level of teaching and support.

Adaptations to the Curriculum and Learning Environment:

The following adaptations are made to ensure all pupils' needs are met:

- A differentiated curriculum to ensure accessibility for all pupils to include differentiation by teaching style, content of lesson, grouping, 1:1 work etc;
- Adaptation of resources and/or staffing;
- Use of recommended aids such as tablets (and inbuilt assistive learning tools such as Microsoft Immersive Reader and Dictate), coloured overlays, visual timetables, larger font, etc;
- Differentiated teaching. Examples include the provision of extra time, pre-teaching of key vocabulary, multisensory approach to teaching and learning.

Additional Support for Learning:

Strategies and resources to provide pupils with additional learning support are shared with staff through a dedicated ALN OneNote and regular CPD.

Methods of support are designed to deliver a flexible approach to provision, tailored to the needs of the pupil/group of pupils and directly relatable to their learning needs, whilst recognising that these needs may differ greatly depending on the subject:

High quality teaching is the first step in responding to pupils who have ALN.

Ways in which pupils are supported include:

- Access to a differentiated lesson;
- Targeted support from a member of the teaching staff.
- Open access to student pastoral and welfare support.
- Scheduled student pastoral and welfare support.

Relevant Staff:

Mr Mike Pearson Deputy Head (Pastoral)

Mrs Katie Gresley-Jones, ALNCo

Evaluating the Effectiveness of ALN Provision:

The school evaluates of the effectiveness of provision for pupils with ALN by analysing and assessing pupils needs via:

- Reviewing pupils' individual progress towards their goals;
- Reviewing the impact of interventions;
- Taking into account the individual pupil's views on the efficacy of the strategies and provision;
- Learning walks conducted by the ALNCo;
- Work scrutiny conducted by the ALNCo;

- Collaborative work by teachers – using the collaboration space on the ALN OneNote to share strategies for teaching and learning;
- Provision maps;
- Weekly monitoring meetings (ALNCo and SLT).

- Close collaboration between ALNCo and Examinations Officer with regard to access arrangements;
- Close collaboration between ALNCo and LTTO/PE Department and LTTO/PE Department with pupils and parents;
- Close collaboration between Heads of Years and ALNCo;
- Access to ALNCo through parents' evenings;
- Parent consultations with ALNCo;
- Holding annual reviews for pupils with statements of SEN or EHC Plans;

Enabling Pupils with ALN to Engage in Activities Available to those in the School who do not have ALN:

All of our curricular and extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate on any residential trips.

No pupil is ever excluded from taking part in these activities because of their ALN or disability.

Under the Equality Act 2010 public sector organisations have to make changes in their approach or provision to ensure that services are accessible to disabled people as well as everybody else.

In accordance with The Equality Act, the school will make reasonable adjustments (without charge) to its provision to ensure that learners with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be made in consultation with the pupil and parents.

Support for Improving Emotional and Social Development:

The school provides support for pupils to improve their social and emotional development in the following ways:

- A fully inclusive school parliament;
- Pastoral extra-curricular activities;
- Drop in pastoral support for all pupils;
- Targeted 1:1 intervention with the Pastoral Department;
- Access to a School-Based Counsellor;
- Regular, timetabled 1:1 support sessions if necessary;
- Zero tolerance approach to bullying.
- A 'Restorative Practice' approach to behaviour management.

Working with Other Agencies:

The school endeavours to involve other relevant bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' ALN and supporting their families. Where external agencies are not accessible through the school, every effort will be made to provide parents with the correct course of action required in order to access the service and support and guidance throughout the process.

Complaints about ALN Provision:

Complaints regarding ALN provision should be referred in the first instance to the pupil's designated Form Tutor and Head of Year. Where appropriate, the Head of Year will then notify the ALNCo who will then decide if the complaint can be actioned through the Pastoral system or referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier ALN Tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details for Raising Concerns:

If a parent or guardian develops a concern about their child, regarding their progress or ability to fully access the curriculum (whether it be a short term or long term concern) the first point of contact should be their child's Form Tutor and/or Head of Year. Contact details for Head of Year are available in the termly parental information booklet.

SECTION 6: MONITORING ARRANGEMENTS

This ALN policy and information report will be reviewed annually by the ALNCo and the Headteacher. It will also be updated if changes to the information held, are made during the year.

As part of the review process, reference will be made to the ALN actions within the School Development Plan (SDP) and detailing evaluation and forward planning in order to fulfil the aims and objectives of this policy.