



Additional Learning Needs & Inclusion POLICY

2023 - 2024

ALN POLICY

<b>Ownership &amp; Consultation</b>	
Document sponsors (role)	CEO / Director of Education/Director of EYFS
Document authors (name)	Melissa McBride David McCarthy Vanessa Temple - (From Sept 2022 Version). Holly McKenna (From September 2023) Andrea Dix (From September 2023)

<b>Version control</b>	
Implementation date	September 2020
Reviewed	September 2021
Reviewed and updated	September 2022
Review and updated	September 2023
Next Review	September 2024

## **Basic information about the school's Learning Support provision**

### **The objectives of the Co-Leadership Team in making provision for students with Learning Support needs.**

Sophia High School offers Learning Support in accordance with the aims of the UK National Curriculum for England and International Primary Years Curriculum / International Middle Years Curriculum that all students should be allowed to demonstrate their academic ability.

The school seeks to enable every student to derive maximum benefit from the curriculum. It aims to adapt to different learning styles, interests and aptitudes and believes everyone can succeed.

A child or young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age and require additional or different provision; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if learning support provision was not made.

The school aims to ensure that students with learning support needs are identified early, that their needs are met and that they have access to a broad and balanced curriculum.

The school undertakes a self-evaluation of the policy every two years in order to make sure it is securing these objectives, to update it and to plan improvements.

The policy is accessible via the school information systems.

### **Who is responsible for coordinating the day-to-day provision of education for students with Learning Support needs**

Sophia High School ALNCO - Andrea Dix [andrea.dix@sophiahigh.school](mailto:andrea.dix@sophiahigh.school)

Our Teachers work in collaboration with the ALNCO for coordinating/delivering the day-to-day provision of education for students with Learning Support. Additional Learning Support / Literacy Support is provided may be provided by, Ms Helen McGilloway.

## **1. Definition of Additional Learning Needs (Known as 'ALN')**

1.1 Children and young people who have ALN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have ALN, but there is a significant overlap between disabled children and young people and those with ALN.

Where a disabled child or young person requires special educational provision they will also be covered by the ALN definition.

### **2. Legislation and Regulation**

2.1 This policy has regard to:

- The Equality Act 2010;
- The Education Act 1996;
- The Education (Special Educational Needs) (Wales) Regulations 2002;
- SEN and Disability Code of Practice for Wales, (2004); and
- The General Data Protection Regulation 2016 (GDPR), General Data Protection Act 2018.

### **3. Principles underlying Practice**

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities.

The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for students with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all students, making reasonable adjustment to provision to meet such needs.

3.1 The school takes a positive and professional whole-school approach to students with ALN.

3.2 students with ALN are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

3.3 To ensure the needs of students with ALN are addressed, the ALNCO will:

- Identify and assess students with ALN, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
- Develop and monitor support measures where a need is identified;
- Develop and update the ALN Register and ensure that this is circulated amongst teaching staff;
- Work in close liaison with teaching staff and other professionals to ensure confidential communication on learning needs and progress of students;

- Teach students according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of students and provide a Learning Plan for those students on the Learning Support Register and ensure that these are circulated to the staff of specific students; and
- Collate evidence to support applications for additional funding and access arrangements in examinations.

**4. Identifying Additional Learning Needs**

4.1 Early identification of students’ needs is the key to unlocking the potential of students who may have additional learning needs. We adopt a graduated approach to ensure that students who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 Sophia High School has three broad categories when identifying students with additional learning needs these include:

- Learning Support Waves 1-3 (see point 6)
- EAL
- More able and talented

In attempts to understand the learning needs of students, we then apply the four broad categories of need as set out in the ALN Code of Practice:

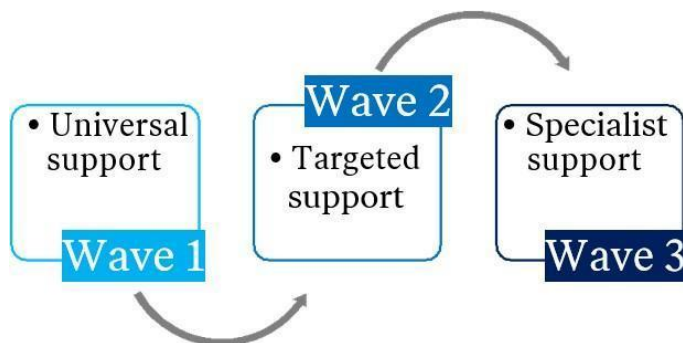
<b>Communication and interaction needs</b>	<b>Cognition and learning needs</b>	<b>Behavioural, emotional and social needs</b>	<b>Sensory and/or physical needs</b>
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students’ needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults fall into this category	Students who have sensory or multi-sensory difficulties, including visual or hearing impairments and/or physical difficulties that prevents them from accessing the educational facilities that are generally available.

**5. Early Years**

This policy applies to children throughout the school, including Early Years. The person with responsibility for ALN throughout the school is the whole school ALNCO.

**6. Categorisation of Students**

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that students' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all students they teach, including those with ALN. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual students. We review the progress of all students at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual students they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a student's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for those students who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list</p>

As of January 2022, after they were recommended to us by the Council of International Schools, we now use Linden Global and Learning Support for all specialist support and for any form of testing: <https://www.linden-education.co.uk/>

## 7. The Graduated Approach

7.1 The school's approach to identifying and supporting ALN is informed by the SEN Code of Practice 2015, which recommends a graduated response to students who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extracurricular activities.

7.2 The first response to existing ALN or possible ALN is high quality teaching, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing ALN to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests (e.g. CAT4 / PTE / PTM / PTS);
- Dyslexia Screening (GL Assessments)
- Educational Psychologist (EP) or Specialist Teacher reports;
- Information from previous schools for new students;
- Discussions with parents;
- Observations in lessons and from work samples;
- In-class assessments; and
- Discussions with Learning Support Experts

7.3 Class teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where students have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
- Mentoring sessions; and
- The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.

7.4 Learner Profile documents are created by the ALNCO which summarise and collate specific Learner information into practical documents for teachers to support the learner needs of those students at wave 3.

7.5 Once again, the student's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- Statutory Assessment request; and/or
- GP review.
- Linden Global and Learning Support

7.6 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

### 8. Responsibility for ALN

8.1 All staff are required to be aware of a student's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Learner Profile document. The teaching staff works closely with students and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including students who have an Education Health and Care Plans (EHCPs). reviews may need to include outside agencies/specialists. Where students have Statements of Special Educational Needs, the local authority is legally responsible for ensuring that the provision identified in their Statement is delivered.

### 9. Managing Learning for students on the ALN Register

9.1 Management of students on the ALN Register is the responsibility of the ALNCO and is updated at the start of the year and each term. I.

9.2 students' needs are planned for utilising Learner Profiles, EHCPS, and individual targets. These are included within the weekly planning and review documents.

9.3 The Learner Profile is reviewed termly.

9.4 The DoE / ALNCo / Director of EYFS and the Class teacher will contact parents to discuss progress or issues raised. This may include information or additional targets and advice from outside professionals

### 10. Statements of Special Educational Needs

10.1 Where a child has an Education Health and Care Plans (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for students with Education Health and Care Plans (EHCP) is made available to parents, parents of prospective students and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.



## **11. Recording ALN**

11.1 We are required by law to keep a record of those students who have been identified as having ALN, and the provision we make for such students. For each student with ALN, the ALNCo will record on their drive (which is shared by all the staff) broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school ALN register. Where a student no longer requires the additional provision or support, the entry will be deleted from the ALN register.

## **12. External Agencies**

12.1 We always work proactively and collaboratively with external agencies.

## **13. Exam Concessions**

13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no student is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

## **14. Use of Laptops and Word Processing**

14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop for completion of all work at Sophia High School, students should aim to type faster than they write and touch-typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons, then it may be used in examinations.

## **15. Extra Time**

15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

## **16. Transition**

16.1 Transition can be challenging for many children, but in particular for those students with ALN. The following key principles are adhered to in order to support successful transitions for children with ALN. Transition arrangements are made for students needing significant support with ALN matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning needs. DoE and Admissions will contact the previous school.

16.2 When children with ALN leave the school, the ALNCo will work cooperatively with the receiving school to provide information about the student.

## 17. Management and Roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for disabled students already attending the school, but also to consider what might be needed to ensure that any future students with a disability are not disadvantaged. The Co-Leadership Team, led by the Chair of the Board, and the ALNCO should regularly review how expertise and resources used to address ALN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The specialist ALN testing of students is carried out by independent specialists in conjunction with the school.

17.2 Class teachers

- Responsible for the progress of students with ALN.

17.3 The ALNCO

- The ALNCO has day-to-day responsibility for the operation of the ALN Policy and coordinating provision made for students with ALN.
- The ALNCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with ALN, and works closely with students, parents and other professionals to ensure students with ALN receive appropriate support.
- The ALNCO plays an important role with the Head and proprietor in determining the strategic development of the ALN Policy and provision within the school in order to raise the achievements of students with ALN.

17.4 The ALNCO is also responsible for the following:

- In relation to each of the registered students who the ALNCO considers may have special educational needs, informing a parent/carer of the student that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered students who have additional learning needs:
- Identifying the student's additional learning needs, and co-ordinating the making of special educational provision which meets those needs;
- Monitoring the effectiveness of any special educational provision made;
- Securing relevant services for the student where necessary;
- Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date;
- Liaising with and providing information to a parent/carer of the student on a regular basis about that student's special educational needs and the special educational provision made. This may include working with outside professionals at the request of the parents;
- Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;

- Selecting, supervising and training learning support assistants who work with students with special educational needs;
- Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs; and
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

### 17.5 Co-Leaders of Learning

The Co-Leaders of learning have shared overall responsibility for the strategic planning and day-to-day delivery of ALN provision alongside the ALNCo. Co-Leaders are supported by Directors of Education who sit on the School Board of Directors.

## 18. Document Retention

We are required to keep ALN documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

## 19 Complaints

19.1 All complaints should be dealt with via the school's agreed Complaint Procedure.