



## EHS Additional Learning Needs Policy

<b>Name of Policy / Procedure</b>	<b>EHS Additional Learning Needs Policy</b>
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<b>GB committee responsible for the policy / procedure</b>	Curriculum
<b>Staff member responsible for writing, reviewing and updating the policy / procedure</b>	CJo
<b>Person responsible for monitoring implementation of the policy / procedure</b>	AS
<b>Workload impact assessment (see below)</b>	High

### *Teacher Workload Impact Assessment*

*High impact: Policy implemented by teachers on a daily / weekly basis*

*Medium impact: Policy implemented by teachers on a monthly / termly basis*

*Low impact: Policy implemented by teachers on an annual basis*

*n/a Policy is not implemented by teachers.*



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## **i Statutory information**

The policy is in accordance with the ALN Policy Framework of the Local Authority which can be found on the Flintshire County Council Website. This Policy has the SEN Code of Practice at its centre and will be used whilst school continues to implement the ALN Transformation Programme. Elfed High School continues to work with the Local Authority in implementing the new ALN Code. Currently in year two of implementation, we continue to run two systems, the old SEN Code of Practice and the new ALN Code.

The Additional Learning Needs Policy will be reviewed annually by the Governing Body.

Additional Learning Needs Coordinator (ALNCo): Mr C Jones

Link Governor: Jane Tilston

## **ii Relevant documentation (Wales / Flintshire County Council)**

- Flintshire County Council AN Policy Framework
- SEN Code of Practice (Welsh National Assembly).
- ESTYN Guidance on School Inspection.
- Children and Young Peoples' Partnership

## **iii Relevant school policies**

- Belonging Policy
- Equality and Diversity Policy
- Access Arrangements Policy
- More Able and Talented Policy

## **iv Context**

A student is considered to have Additional Learning Needs if:

1. he/she makes progress at a significantly different rate to his/her peers (this includes more able and talented students);
2. he/she is considered to have learning difficulties that require special educational provision.

According to The Education Act 2002, a child has learning difficulties if:

- he/she has a significantly greater difficulty in learning than the majority of children of his/her age;

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- he/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in schools within the area of the local education authority.

## 1 INTRODUCTION

Elfed High School welcomes students from all backgrounds and makes suitable provision for the individual needs of students.

**Students with additional needs are welcomed. Our aim is to integrate them fully into school life.**

However, there are some circumstances where this cannot be wholly achieved, e.g.

- because of the nature and severity of a student's individual needs,
- because of the impact of the student's additional needs on the educational needs of other pupils
- because the efficient use of resources makes it impossible to rectify the incompatibility,

In these circumstances reasonable adjustments are made to meet the needs of the individual.

## 2 POLICY STATEMENT

Careful consideration is given to the welfare of each individual. Educational arrangements are put in place to meet each student's needs. Those arrangements will incorporate the following principles:

### 2.1 Equal curricular and social opportunities

A student with additional needs has the same right as any other student to receive the highest level of education according to his/her needs, including the right to:

- access a wide, appropriate and balanced curriculum, including the National Curriculum.
- taste success and be the best they can be
- be stimulated to reach his/her potential
- have the opportunity to work independently.

### 2.2 Integration

It is important that students with additional needs feel valued members of the school community, whatever the educational arrangements made for them. This school recognises each student's contribution and gives every consideration to his/her opinion.

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## 2.3 Working in partnership

This policy is implemented in a spirit of co-operation between the school, the students, the parents, the LA and other agencies involved with the welfare of children and young people.

- The base is the Additional Learning Needs Resource at Elfed High School. It links mainstream provision and those who are funded through the FCC Hafan funding.

## 2.4 The role of parents and carers

Parents and carers are involved in every stage of their child's education, including:

- identification and assessment of additional needs
- supporting learning through activities at home
- preparing and monitoring of individual education plans
- reviewing progress and celebrating success.

## 3 THE CODE OF PRACTICE

Elfed High School

- accepts students who have already been recognised as having additional learning needs in primary school, and have followed school action or school action plus procedures
- admits students with statements where the school is confident it can deliver the provision stipulated in the statement
- recognises that the students' additional needs are on a continuum and that they can change
- is aware that any students who are accepted into Year 7 may have additional needs that have not been recognised and that students may develop ALN at any time throughout their school career.
- acknowledges that the whole school is part of the provision for students with additional needs and all members of staff have an active part to play.

### 3.1 School Action (SA)

The Code of Practice includes 'Action by the School (AS)' an intervention with the aim of assisting students to learn independently, in order to meet individual needs.

'School Action (SA)' intervention may be required if:

- there are concerns that although the student is receiving differential educational opportunities:
  - a student is showing limited progress, or none at all, even when the teaching methods are specifically targeted to meet the student's needs;
  - it is evident that the student is having difficulties acquiring appropriate literacy and numeracy skills, causing him/her to fail to achieve in some areas of the curriculum;

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- the student is showing emotional and/or behavioural difficulties that do not improve with the usual management techniques;
- the student has sensory or physical difficulties, and continues to show limited progress, or none at all, even with the assistance of relevant equipment;
- the student has communication difficulties and/or interactive difficulties, and continues to make limited progress, or none at all, even if the child is receiving differential educational opportunities;
- the student has specific learning difficulties (such as dyslexia or dyspraxia)
- the student is on the autistic spectrum

'School Action (SA)' intervention provides an individual programme to help students with **cognitive learning difficulties**, including:

- flexible teaching arrangements;
- assistance in processing language skills, memory and reasoning;
- assistance with continuity and organisational skills;
- assistance with problem solving and development of ideas
- assistance with social and emotional development, via support within the ALN provision.

'School Action (SA)' intervention provides an individual program to help the student with **emotional and behavioural difficulties**, including:

- flexible teaching arrangements;
- assistance to achieve social skills and emotional maturity;
- assistance to adjust to the school's expectations and procedures;
- assistance to nurture positive interactive skills with adults and peers;
- provision of safe and supportive atmosphere, via the ALN provision.

'School Action (SA)' includes:

- ensuring that the student's learning styles and preferred techniques are taken into account;
- using information from the primary school as a starting point for providing a suitable curriculum;
- identifying the student's strengths and skills, concentrating attention on them;
- highlighting areas where prompt action is necessary to support the student;
- ensuring that observation and assessment takes place in order to give feedback to teachers and parents on the student's achievements and experiences;
- using the results of assessments as a diagnostic tool when planning the next step in the student's education;
- capitalising on any informal and non formal opportunities which arise so that the student can show what he/she knows, understands and what he/she can achieve;
- involving the pupil in the process of planning and agreeing on targets in order to meet his/her needs;
- involving parents and developing positive partnerships between the home and the school.

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## 3.2 School Action Plus (SAP)

The Code of Practice includes 'School Action Plus'. Pupils will move to School Action Plus if their progress continues to cause concern. Action here could include co-operation with support services provided by LA professionals and others, health professionals and social services.

The School will initiate 'School Action Plus' when a student, even though he/she has received an individual programme and/or intense support:

- continues to make limited progress, or none at all, in specific areas over a long period of time;
- continues to work on levels of the National Curriculum that are significantly lower than those expected of a pupil of his/her age;
- continues to have difficulties in developing literacy and numeracy skills;
- has emotional or behavioural difficulties that significantly and continually interfere with his/her education, or interferes with the education of other children within the class group, even though he/she has an individual behavioural management plan;
- has sensory or physical difficulties, and is in need of additional specialised equipment or advice or regular visits by specialist services that provide direct intervention for the student or who can advise staff.

## 4. RECOGNISING ADDITIONAL / LEARNING NEEDS

Following the guidelines of the Code of Practice, the aim is to recognise additional needs at the end of Key Stage 2 or as early as possible in Year 7. This is done by a range of methods and involves:

### 4.1 Liaison with primary schools which includes:

- consultation with primary school teachers
- full use of the information received from primary schools
- acclimatisation / induction visits for Year 6 students
- ALNCo visits ALN pupils in Year 6 or welcomes them to Elfed High School and attends the annual review of statemented Year 6 pupils in order to ensure a smooth transition and to ensure the curriculum can be appropriately planned
- full use of the pupil development records
- liaison with outside agencies and people within the County support model.

### 4.2 Benchmarking and target setting at the beginning of Year 7 which includes:

- National Curriculum Assessed levels
- Cognitive Abilities Test scores
- Reading ages and spelling ages, numeracy and literacy scores
- Teachers' professional opinion
- Continual assessment

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- Testing for specific learning difficulties when appropriate (with advice from the Educational Psychology Service) and key people from County.

### 4.3 School Staff

- In addition to the benchmarking, screening and standard assessment, the **ALNCo, ALN Administrator and Teaching Assistants** work closely with students.
- **ALNCo, ALN Administrator and ALN teachers** complete ALN Learning Walks to inform progress on students
- **ALNCo and ALN teachers** during Progress Evenings, which all ALN students with a statement are invited to and encouraged to attend virtually
- **Teaching Assistants** observe any learning difficulties and liaise with the class teacher and also ALN Administrator to report concerns in the first instance
- **Subject Teachers and Learning Directors** identify students who are significantly underachieving, or who have learning difficulties. They share this information with the Learning Director who has an overview of the child's progress by means of SIMs software. If necessary he/she works with the ALNCo in order to make special arrangements for the child at School Action or School Action Plus.
- **Tutors** may recognise students' additional needs as they regularly interact with them during registration, active tutorial work and during progress interviews. The Tutors share any concerns with the Learning Directors and/or Assistant Head and they liaise with the ALNCo.
- **Pastoral Support Assistants** monitor students' social and emotional development and refer any concerns to the Learning Directors.
- **Mentors meet with students** in accordance with the mentor delivery plan to review attitude to learning and progress towards personal targets.
- **Learning Director and Assistant Head** monitor students' progress and social and emotional development and refer any concerns to the ALNCo in the first instance.

### 4.4 Parents and Carers

- Parents and carers are encouraged to communicate with school staff in the first instance to express any concerns and to inform us about their child. Staff will then liaise with the ALNCo. Action is taken according to the principles and procedures of the ALN Code.

## 5 STAFFING AND RESOURCES

A summary of staffing and procedures is given below:

5.1 The **Additional Learning Needs Coordinator** (ALNCo) co-ordinates and oversees all aspects of additional needs provision and reports directly to the Headteacher.

5.2 The **Learning Director and staff they lead** are accountable for progress of all students in their care. They monitor progress of ALN students and oversee the work of the



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Pastoral Support Team. Regular ALN review meetings are convened with the ALNCo to monitor the progress.

5.3 **Teacher in Charge** 'Hafan' coordinate and oversee all aspects of this resource, supported by other staff.

5.4 **Teaching Assistants** support classes and individuals with additional needs under the guidance of the ALNCo. Support is provided in classrooms and / or in the ALN specialist area.

5.5 **Pastoral Support Assistants** provide advice, support and guidance on a daily basis, in accordance with students' Wellbeing Plans / Pastoral Support Plans. Their work is directed and monitored by the Learning Director for Health and Wellbeing.

5.6 **Multi Agency** meetings are held once a half-term to ensure that there is effective partnership working to support ALN students. These meetings are attended by EHS staff and other staff, to include the Educational Psychologist, Educational Social Worker, School Nurse and LA Behaviour Support are invited.

## 6 PROVISION

### 6.1 School Based Provision

- Subject teachers and form teachers
- Teaching Assistants
- Specialist ALN support centre, including ICT facilities
- FCC funded Hafan students
- Extra-curricular activities, e.g. Elfed Extra
- The SLT lead on Alternative Curriculum Leader works closely with ALNCo and all pastoral leads to provide most suitable curriculum offer for students.

#### Lower School

- Setting according to ability in some subjects in Years 7 and 8, and to a greater extent in Year 9.
- Emphasis on differentiated teaching
- Students at School Action, School Action Plus and those with statements are taught in mainstream classes and monitored by the subject teacher.
- Special attention is given to target pupils in order to raise their levels of literacy and numeracy.

#### Upper School

- Setting according to ability is used as and when appropriate.
- Differentiated teaching according to students' ability when setting is not practical.
- ALN students follow courses that are most suited to their ability.
- The Upper School curriculum includes vocational courses appropriate to the needs of ALN students.

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## **Examinations**

Special arrangements for examinations are available for ALN students in all year groups according to their individual needs. Access Arrangements for students with ALN are overseen by the ALNCo.

## **6.2 LA Provision**

- Home tutoring
- Psychological assessment
- Behavioural Support
- Pupil Referral Unit
- English as an Additional Language support
- Advisory teachers
- Support for students with hearing or visual impairment
- SALT
- Youth support
- Support for SPLD
- ADHD team
- Inclusion Welfare Officer and School Nurse
- Advisory subject teachers

## **6.3 Other**

- Extended work experience
- College of Further Education (alternative education)

## **7 MONITORING STUDENT PROGRESS**

ALN pupils will be continually monitored according to the Code of Practice. Each statement of Additional Learning Needs is reviewed annually, in consultation with parents, carers and other agencies, according to the Code of Practice.

The following forms of monitoring are used:

- Assessment for learning according to the school policy.
- Teaching Assistants and subject teachers keep brief records of their observations of ALN students. These notes are passed to the ALNCo and contribute to regular ALN feedback and reviews.
- Teaching staff complete feedback reports at specific times and action is taken if necessary.
- Annual statutory reviews involving the students and parents / carers.
- Reviews for literacy and numeracy targets / emotional and behavioural targets (IEPs / IEPBs).
- Liaison with parents and carers.
- Monitoring by Learning Director e.g. attendance and academic progress via SIMS software and CPOMS.

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- *Prevent and Deter Panel* - students with behavioural problems are placed on the Prevent and Deter Panel register when assistance is required from external agencies such as Early Help Hub.
- Meetings with Form Tutor and Pastoral Assistants and other key staff to discuss progress.
- The school's self-evaluation procedures give special attention to pupils with ALNCo.
- Multi Agency Meetings each term.

## 8 EVALUATING AND REVIEWING THE PROVISION

- Teachers and Heads of Subject regularly discuss individuals' progress.
- Teaching Assistants regularly evaluate provision.
- The ALNCo raises relevant matters in SLT meetings.
- The ALNCo monitors the effectiveness of the Teaching Assistants.
- The Governing Body monitors, evaluates and reviews the ALN policy and procedures.

## 9 DEALING WITH COMPLAINTS

- If a parent / carer has a complaint regarding the ALN provision, they would follow the school's complaints procedure if this cannot be resolved through meetings and discussions.
- If the matter is unresolved, the next step would be to bring this to the Headteacher's attention, and following this, the Governing Body.
- If the matter needs to be taken further, it will be referred to the LA.
- Where agreement cannot be reached the matter can be referred to an independent Disagreement Resolution Service, maintained by the LA.

## APPENDIX 1: ARRANGEMENTS FOR SUPPORTING STUDENTS, INCLUDING THOSE WITH ADDITIONAL NEEDS

**Note:** Parents / Carers are always informed of any proposed change in provision for their child.

### ALN Register

- The ALNCo draws up an ALN Register including every student who is School Action, School Action Plus and Statement with support from the Learning Director
- The ALNCo shares any relevant information with the staff
- Students on School Action, School Action Plus and Statement are monitored according to the reviewing processes of key staff including SLT leads on Behaviour and ALN (ALNCo).

### Disapportionment from the National Curriculum

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- Students with a statement and those on SAP may be disapplied from aspects of the National Curriculum and receive additional support in the ALN provision during these lessons.

### **Individual Education Plans (IEP) and Individual Education Plans for Behaviour (IEPB)**

- The ALNCo, supported by ALN teaching staff are responsible for ensuring that a student's IEP is kept up to date and implemented. They also monitor progress against the targets and review as necessary.
- Other key staff, including Heads of Year and on occasion SLT will support with creating and reviewing IEPBs (and PSPs) with the aim of improving and modifying behaviour.
- The ALNCo, supported by other key staff including ALN teachers, ensures that each teacher receives full information about students' IEPs.
- The ALNCo is responsible for ensuring that correct procedures are in place to implement the IEP.

### **Wellbeing Plans (WBP) and Pastoral Support Plans (PSP)**

- The Learning Director for Health and Wellbeing, supported by Heads of Year and Pastoral staff, are responsible for ensuring that a student's WBP is kept up to date and implemented. They also monitor progress against the targets and review as necessary.
- The ALNCo, supported by key staff, ensures that each teacher receives sufficient information about students' WBP/PSPs.

**Sharing information** - information is shared with staff regarding students' additional needs by:

- **a register** is kept of students following the stages of the Code of Practice.
- **information sheets** are available regarding every student who has additional learning needs;
- **individual student risk assessments** are available for students with particular needs;
- **daily announcements** regarding students in need of special consideration by the ALNCo and/or ALN Administrator
- **weekly briefing** sessions held in staffroom
- **ALNCo to attend ALN cluster meetings** and others as appropriate
- effective links with **primary schools and other providers** facilitate support and appropriate interventions on transfer to Elfed High School.

### **Reviews and Annual Reviews**

- The ALNCo regularly reviews students' needs and updates the ALN Register. The ALNCo will also arrange and hold the Annual Review for each child with a statement. These reviews will be staggered throughout the year.
- If the sole cause of the ALN is behaviour, other key staff including SLT and Learning Directors will assist in monitoring and review.

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## **Arrangement of tutor groups**

- The Learning Director/Assistant Head decides how to place every student in the year group. As far as possible, he/she arranges mixed ability tutor groups which have a balance of gender and academic ability.
- Suitable arrangements are made to ensure that all students with ALN are thoroughly integrated into the school community and into their year group.

## **Arrangement of teaching groups**

- The Head of Curriculum Area / Head of Subject decide on how to place every student in their area, in mixed ability or ability groups.

## **Differentiation of work and resources**

- Every subject area provides differentiated educational material in the mainstream. Therefore, each individual will receive work that is suitable to his / her ability and will make it possible for every student to taste success and to be extended.