

ADDITIONAL LEARNING NEEDS POLICY

Author	Date approved by Curriculum, Standards and Student Matters Committee	Date approved by Full Governors (if required)	Date of next review
NJO	10.3.2021	25.10.2023	March 2025

This policy should be read in conjunction with the school's Strategic Equality Plan and policy statement.

PRINCIPLES AND OBJECTIVES OF THE POLICY

The objective of the Additional Learning Needs (ALN) policy is to ensure that all pupils with ALN have access to a broad and balanced curriculum that enables pupils to meet the highest achievement possible. It is the policy of Cathays High School to:

- enable every pupil to achieve success
- promote individual confidence and inspire pupils of all abilities to want to learn
- ensure that all students, whatever their needs, receive appropriate provision to enable them to access a broad and balanced curriculum that is relevant and differentiated to meet their needs
- identify, assess, record and review pupil progress at regular intervals
- work together with outside agencies for the benefit of the education of all pupils, including any Local Authority appointed advocacy agencies
- involve pupils and parents/carers in planning support and provision for individual students
- provide specialist support to pupils with Autistic Spectrum Conditions through the specialist resource base (in liaison with the LA)
- to allocate available resources in the most appropriate and effective manner to achieve these objectives
- give all pupils equal access to all aspects of school provision, (as far as is possible) and consider all pupils identified with ALN in the light of disability equality legislation*
- adhere to the Additional Learning Needs and Education Tribunal (Wales) Bill and Code of Practice (at the time of review the ALN Code of Practice is in draft form and due to be implemented on a phased basis from September 2021).

DEFINITIONS

The Additional Learning Needs and Education Tribunal (Wales) Bill states that a young person has ALN if “*he/she has a learning difficulty or disability which calls for additional learning provision*”. Additional learning provision is defined as “*education or training provision that is additional to, or different from, that made generally for others of the same age*”.

ROLES AND RESPONSIBILITIES

ALN Governor- has a particular interest in and particularly monitors the school's work on behalf of children with ALN

Headteacher and SLT - has responsibility for the day-to-day management of the school's work including provision for children with ALN

ALNCo

At Cathays High School, the ALNCo is a named member of the Senior Management Team, whose responsibilities include:

- advising on the content and detail of the school's ALN policy and overseeing its day-to-day implementation, in line with ALN Code of Practice for Wales
- reporting to the Headteacher and governing body on matters regarding pupils with ALN
- overseeing the processes for identifying, assessing, monitoring and revising the school's provision for students with ALN
- overseeing the school's additional needs register, which included students with ALN
- coordinating and reviewing provision across the curriculum for students on the additional needs register
- conducting annual reviews of ~~statements~~ and Individual Development Plans (IDP)
- overseeing the setting of targets and reviewing IDPs and PSPs and writing pupil profiles, for students with ASC
- working closely with primary schools to ensure smooth transition for students with statements
- sharing information with and providing INSET for staff
- overseeing communication with parents
- working in partnership with all external agencies
- overseeing the work of the teachers and support staff in the Learning Support Team.

Teacher with Responsibility for Students with ASC

The teacher's responsibilities include:

- alongside the ALNCo, coordinating the day-to-day running specialist resource base for pupils with ASC
- coordinating the provision for pupils with ASC, including those who require adaptations of the curriculum
- teaching of pupils in the specialist resource base, and delivering appropriate interventions for students with ASC
- conducting annual reviews of ~~statements~~ and IDPs for ASC
- setting of targets and reviewing IDPs and PSPs and writing pupil profiles, for students with ASC
- working closely with primary schools to ensure smooth transition for students with ASC
- sharing information and training with staff
- working in partnership with all external agencies.

Teachers within the Learning Support Team

Responsibilities include:

- adhering to the school's ALN policy

- working collaboratively with the ALNCo and Teacher with Responsibility for Students with ASC to plan, implement and review objectives and provisions in ~~statements~~, IDPs, ~~IEPs~~, ~~IBPs~~ and PSPs
- teaching, assessing and tracking progress of specific pupils with ALN, in line with the school's intervention program
- acting as a mentor for pupils with ALN
- liaising with parents.

Higher Level Teaching Assistants

Responsibilities include:

- adhering to the school's ALN policy
- providing day-to-day support for pupils on the additional needs register
- performing appropriate administrative tasks as directed by the ALNCo
- overseeing assessment and testing of pupils, where appropriate
- running small group interventions and monitoring student progress
- line managing teaching assistants
- working collaboratively with outside agencies
- undertaking tasks under the direction of the ALNCo.

Teaching Assistants

Responsibilities include:

- adhering to the school's ALN policy
- carrying out the day-to-day duties required to meet the needs of students as directed by the ALNCo
- acting as a mentor for students with additional learning needs
- liaising with classroom teachers to ensure appropriate differentiation is in place for pupils with ALN
- keeping records on pupils and feeding back to the ALNCo and ALN teachers
- delivering intervention programs.

Heads of Year and Pastoral Support Staff

Responsibilities include:

- working with the ALNCo and Learning Support Team to adhere to the school's ALN policy and providing differentiated pastoral support for pupil with ALN
- working alongside the ALNCo, Learning Support Team and external agencies to set targets for and review IDPs and PSPs.

All Teachers

Classroom teachers are responsible for monitoring the progress of all students in their classroom, including those with ALN. Specific responsibilities include:

- adhering to the school's ALN policy
- ensuring that planning is flexible and appropriately differentiated to meet the needs of all pupils, including those with ALN
- setting appropriate targets to affect progress in the light of the information contained in the additional needs register
- providing written feedback on students with ALN when appropriate, including contribution to the ~~IEP~~, ~~IBP~~, PSP and annual review processes

- liaising with the ALNCo and Learning Support Team as and when appropriate.

Parents/Carers

Parents/Carers have a vital role to play in the education of their children. Tasks such as encouraging their children to succeed, following up on advice agreed in meetings with school and monitoring homework and are helpful in ensuring students reach their full potential.

Parents/carers are seen as crucial to the planning cycle for review, setting targets, monitoring and evaluation if effective use of ALN resources are to be made. To aid this process, parents may be contacted regarding:

- placement of students on the additional needs register
- the annual review of students with ~~statements~~ and IDPs, and on a more frequent basis if required, to discuss progress
- the review of IDPs, PSPs and writing of student profiles, where appropriate
- transition plans
- at any other point deemed necessary by staff at the school

This communication maybe be in addition to the opportunities afforded through routine parents' evenings. Where a parent has a formal complaint, this will be dealt with via the school complaints policy.

Pupils

Pupils play a major role in their personal education and progress.

It is the aim of staff to:

- encourage pupils to acknowledge their personal responsibility for their learning and feel they contribute to their own development and progress
- Involve pupils as much as possible with annual review meetings
- ensure that bodies such as the School Council and pupil panels in interviews have adequate representation from students with ALN
- encourage students to play proactive roles in setting annual review, IDP and PSP targets and reviewing their progress
- provide appropriate opportunities for pupil consultation at regular intervals

ADDITIONAL LEARNING NEEDS REGISTER

The current criteria for placement on the ALN register are in line with the definitions stated in the code of practice:

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home

Individual Development Plans

Where it is brought to its attention, or otherwise appears to a maintained school, that a child at the school may have ALN, the school must decide whether the child has ALN, unless any of the following circumstances apply:

(a) an IDP is already being maintained for the child;

(b) the school has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision;

(c) the child is dual registered and a local authority is responsible for the child. In this case, the school must refer the case to the responsible local authority.

If the maintained school decides that the child does not have ALN, it must notify the child and their parent of the decision and the reasons for that decision.

If the school decides a child needs an IDP, the school will follow the time scales within the code of practice, to describe the pupils needs and alternative provision which they require. IDPs must be reviewed annually. The annual review of a pupil's IDP ensures that once a year the parents, the pupil, the school and all professionals involved consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or alternative learning provision.