

CARDIFF HIGH SCHOOL



ALN Policy

Introduction

From 1 September 2021, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 was introduced. The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners 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.

The definition of ALN cover those who:

- Have a ***significantly greater difficulty*** in learning than the majority of others of the same age or
- Has a disability for the purposes of the Equalities Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream schools

ALN pupils may experience a range of learning difficulties, including emotional and behaviour difficulties, physical or sensory impairment, and common disorders, general or specific learning difficulties. A small proportion of pupils will have an IDP identifying their ALN and requisite support.

Our School

The School's ALNCo is Miss Maeve Dolan. Miss Dolan is responsible for coordinating the provision for pupils with ALN in Cardiff High School. Our Assistant ALNCo is Ms Hannah Williams. While all teaching staff at Cardiff High School are educators of children and young people with ALN, Miss Dolan is the strategic lead for the ALN department. Her responsibilities include:

- The strategic direction of the ALN department
- The quality assurance of the ALN team and its effectiveness in supporting learners with ALN
- Overseeing the deployment of the Learning Support Assistants
- Professional learning of ALN staff
- The day-to-day operation of the school's ALN policy
- Coordinating provision for children with ALN
- Coordinating the sharing of information to support ALN learners in the mainstream classroom
- Maintaining the school's ALN register and overseeing the records of all pupils with ALN
- Attending meetings relating to pupils' ALN
- Organising the processes for the identification of pupils' individual needs
- Assessment of pupils with ALN
- The co-ordination and operation of annual reviews
- The preparation and maintenance of IDPS
- The maintenance of accurate records
- Liaising with staff in relation to pupils with ALN
- Liaising with parents/carers of pupils with ALN
- Liaising with the Examinations Officer
- Liaising with career specialists

- Liaising with external agencies
- Liaising with governors
- Liaising with staff in cluster schools

The concept of ALN focuses not just on a particular disability but on all features that affect a child's educational progress.

There are four broad areas of need:

a) Communication and Interaction

a pupil could have speech, language or communication needs; this may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. Children with Autism are likely to have particular difficulties with social interaction, as well as with communication which can impact on how they relate to others.

b) Cognition and Learning - pupils may learn at a slower pace than their peers and have learning difficulties in any area of the curriculum, including reading, writing and Maths or have processing difficulties, memory difficulties or executive function difficulties. Some pupils have specific learning difficulties (SpLD); these may affect more than one aspect of learning, for example, dyslexia, dyscalculia and dyspraxia.

c) Social, Emotional and Mental Health Difficulties – pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways which may include become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming or substance misuse. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.

d) Sensory and Physical Needs – some pupils may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some pupils may have a physical disability (PD) where they require on-going support and equipment to help them access all the opportunities of their peers. Some conditions such as diabetes and epilepsy may be included under the definition of disability, but children with such conditions do not necessarily have ALN.

The nature of the difficulty may be temporary or mild, intermediate, or moderate, long term or severe. Therefore, many pupils will, at some point, experience some form of learning difficulty, which will impede their progress. As such, ALN provision is seen as part of the educational provision for pupils, which is additional to, or different from, their peers.

Our Aims

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid identification of all pupils requiring ALN provision as early as possible in their school career
- To have in place systems whereby teachers are aware of such pupils
- To be sympathetic to each child's needs by providing a strong partnership between children, parents/carers, specialist and, where necessary, the Local Authority
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents/carers of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future ALN provision

Identification of Additional Learning Needs.

Pupils with Additional Learning Needs are identified as soon as possible. A robust system of record keeping and communication is embedded. A process of identification, assessment and provision, in accordance with the ALNET Bill, is in place. This approach recognises that there is a continuum of additional learning needs which may change over time.

Pupils' Needs are identified through:

- The analysis of data
- Classroom-based assessments
- Observations and monitoring arrangements
- Following up parental concerns
- Tracking individual pupil's progress over time
- Liaison with primary schools on transfer
- Information from previous schools
- Information from other services and outside agencies

Target lists are completed for each class using the names of all pupils who are likely to require additional support. These lists, and more detailed individual information when pupils have more acute difficulties, or when they are in receipt of an IDP are provided for all teachers.

Register of ALN

The register is produced by the ALNCo and contains the names of all pupils identified as having ALN. It is the responsibility of the ALNCo to update and review the register, with the assistance of the Learning Support and Achievement teams. The ALN register is available both electronically and as a hard copy for all members of school staff.

One Page Profiles (OPPs)

In line with the requirement of the ALN Bill, Cardiff High School adopts a 'Person Centred Planning' approach in its creation of the OPP. This provides staff with an overview of how best to support our learners with ALN.

Individual Development Plans (IDPs)

An IDP is a document that contains a description of a pupil's ALN and the Additional Learning Provision (ALP) that is called for by the young person's learning difficulty or disability. IDPs are reviewed annually. However, the school recognises that the IDP is a flexible document and may be changed within the year as a pupil's needs develop and change over time.

Provision for all pupils with ALN

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by the class teacher through a differentiated approach
- Support from specialists as part of an intervention programme
- Small English and Mathematics classes
- In-class support from Learning Support Assistants
- Specialist teaching e.g. Additional Learning Needs Support Team, Behaviour Specialist, Speech and Language Therapy

Allocation of resources

The ALNCo is responsible for the management of departmental finances and for prioritising the purchase of resources. Support is allocated to classes by the HLTA under the strategic guidance of the ALNCo.

The resources (personnel and equipment) allocated to pupils with ALN are monitored by the ALNCo as to their distribution and efficacy.

Integration

All pupils identified as having ALN are largely based in mixed ability classes, where their form and achievement leaders are aware of their needs. Pupils are encouraged to participate fully in the life of the school as part of their form, or in extracurricular activities. The Rewards System aims to praise all pupils, whatever their ability, for their endeavour in activities or lessons. Other than English and maths, pupils are initially taught in mixed ability classes, with support in some areas. Gradually, setting is introduced in other curriculum areas so that pupils can benefit from extension work or more individual attention according to their need. All pupils are entered for external examinations at the end of Year 11. A range of vocational options is available, including Qualifications + SWEET in KS4.

Monitoring and Evaluation

Teaching pupils with ALN is a whole school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the range of pupils' abilities, aptitudes and interests.

Pupils on the ALN register are closely monitored through regular cycles of data collections in addition to statutory reviews where applicable. A robust process of self-

evaluation, incorporating discussions with curriculum leaders and the Achievement Team, supports strategic planning.

Training and Resources

Professional learning needs of teaching and support staff are identified via the school's performance management process to ensure that an ongoing programme of development. This includes development in relation to supporting learners with ALN.

The school directly employs a range of specialist in a bid to secure prompt and effective support for our learners. They include:

- An educational psychologist
- Speech and language therapist
- Specialist behaviour teacher
- ASD consultant
- Animal assisted therapist

These, in turn, provide ongoing support and professional learning for colleagues across the school.

Glossary

ALN – Additional learning needs

ALNCo – Additional learning needs coordinator

IDP – Individual Development Plan

ALP – Additional learning provision