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**St Richard Gwyn Catholic High School**  
**Ysgol Uwchradd Gatholig Richard Gwyn Sant**



**ALN policy**  
**March 2019**

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loving  
hopeful  
attentive  
learned  
curious  
faith-filled  
wise  
generous  
learned  
prophetic  
grateful  
eloquent  
discerning  
intentional  
compassionate  
truthful  
active



**St Richard Gwyn Catholic High School**

Successful Resilient Gospel Values



## Vision statement for SRG

Members of the SRG community are developing success, building resilience and living Gospel values by growing to be...

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world. **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good. **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

## ST RICHARD GWYN CATHOLIC HIGH SCHOOL'S ADDITIONAL LEARNING NEEDS POLICY

Committed to equality of opportunity, we foster an inclusive ethos in which all students are encouraged to aim high and are supported to achieve.

The aims of the St Richard Gwyn Catholic High School's Additional Learning Needs (ALN) Policy are in accordance with the school's Mission Statement which expresses the need to develop the full potential of every learner and to value his or her unique contribution to school life. The school values the abilities and achievements of all its learners, and is committed to providing, for each learner, the best possible environment for learning within the school's Catholic ethos. The overall aim of the ALN policy is to strive to include all children fully in educational and social activities. This policy has been developed as a whole school policy, including the staff and the governors.

### THE ALN AIMS OF THE SCHOOL

The Additional Learning Needs Policy will implement this aim in the following ways:

- To ensure that all learners have access to a broad and balanced curriculum. To ensure that the educational, spiritual and social experiences offered are relevant to that learner's individual needs.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all learners requiring ALN provision as early as possible in their school career.
- To ensure that learners with ALN take as full a part as possible in all school activities.



- To ensure that parents of learners with ALN are kept fully informed of their child's progress and attainment.
- To ensure that learners with ALN are involved, where practicable, in decisions affecting their future ALN provision.
- We recognise that some learners will have special needs at some time during their school life. In implementing this policy, we believe learners will be helped to overcome their challenges. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and learners working together.

### **DEVELOPMENT OF ALN POLICY**

The Governing Body, Headteacher, ALNCo and school staff were involved in developing the policy.

- The Governor's role in the process was to develop and approve the ALN policy.
- The Staff are committed to the school's ALN policy and delivery.

### **DEFINITION OF ADDITIONAL LEARNING NEEDS**

The DFE 'Code of Practice on the Identification and Assessment of Additional learning needs' (para. 2:1) states that,

"A child has additional learning needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her." Learners have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- 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 within the LEA.

Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The staff at St Richard Gwyn High School will have due regard for the Special Needs Code of Practice when carrying out their duties towards all learners with additional learning needs and will endeavour to ensure that parents are notified when Additional Learning Provision (ALP) is being made for their child.

Additional Learning Provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

The CODE OF PRACTICE suggests that it is helpful to see learners' needs and requirements as falling within a number of broad areas:



### Cognition and Learning

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

### Behaviour, Emotional and Social Development (BESD)

### Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### Sensory and/or Physical

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Multi-sensory Impairment (MSI)

## Fundamental Principles

A child with ALN should have their needs met.

- The ALN of children will normally be met in the classes in St Richard Gwyn.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education. Children with ALN should be offered full access to a broad, balanced and relevant education.
- Meeting the needs of children and young people with ALN successfully requires partnership between all those involved – LEAs, schools, parents, learners, health and social care.

This ALN policy details how St Richard Gwyn Catholic High School will endeavour to ensure that the necessary provision is made for any learner who has additional learning needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for these learners and to ensure that they join in the activities of the school together with those learners who do not have additional learning needs, so far as is reasonably practical.

St. Richard Gwyn will have regard to the Code of Practice when carrying out its duties toward all learners with additional learning needs and ensure that parents are notified of a decision by the school that ALN provision is being made for the child. Partnership with parents plays a key role in enabling learners with ALN to achieve their full potential. This school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a learner's needs and the best way of supporting them. All parents of learners with additional learning needs will be treated as partners and supported to play an active and valued role in their children's education.



Learners with additional learning needs have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of the education will be sought. They will be encouraged to participate in decision making processes and contribute to the assessment of their needs, the review and transition processes.

## **ADMISSIONS**

The governing body will make every attempt to accommodate any child with additional learning needs when it is agreed that the school offers the most appropriate educational environment for the child and the necessary support is available. The admissions criteria for St Richard Gwyn does not discriminate against learners with ALN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit learners already identified as having additional learning needs, as well as identifying and providing for learners not previously identified as having ALN . Learners with additional learning needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33). All applications are treated in accordance with the oversubscription criteria.

## **Key Stage 3 Liaison**

When learners transfer to secondary school the school will be in possession of all appropriate primary school ALN records. The Assistant Head with responsibility for Key Stage 3 and the ALNCo will liaise with the primary school staff and parents to prepare for the incoming year group and to identify any ALN. Visits will be made (or contact) to both feeder and non-feeder primary schools. The ALNCo will attend the annual review of any statemented learner who will be attending St Richard Gwyn, from Year 5 onwards and will also attend the review of any non-statemented learner identified by the primary school as a very needy learner with a high level

of additional needs. This will allow both learner and parent/carer to meet the ALNCo and to discuss any concerns prior to the transfer. Learners are invited to attend St Richard Gwyn individually or in small groups (with and without parents/carers) to view the school before the induction day in the Summer Term prior to transfer.

The ALNCo will gather learner details in liaison with primary school ALNcos and Year 6 class teachers. Information is collected from ALN registers, learner pastoral and ALN files, details included in statements, annual reviews and IDPs. This liaison process will allow St Richard Gwyn to produce a relevant a record for staff that will support the learner in their first term/year at secondary school. The earlier action is taken to identify learners' needs, the quicker appropriate help and support can be provided. This will then allow the learner to be more responsive and to have the opportunity to make good progress.

## **INCLUSION**

This policy builds on our School Inclusion Policy, which recognises the entitlement of all learners to a balanced, broadly based curriculum. Our ALN policy reinforces the need for



teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all learners with ALN.

### **IDENTIFICATION, ASSESSMENT and PROVISION of ADDITIONAL LEARNING NEEDS (ALN)**

At St Richard Gwyn we have adopted a whole-school approach to ALN policy and practice. Learners identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying learners with ALN and, in collaboration with the ALNCo, will ensure that those learners requiring different or additional support are identified at an early stage. Assessment is the process by which learners with ALN can be identified. Whether or not a learner is making progress is seen as a significant factor in considering the need for Additional Learning Provision. The school provision map outlines Additional Learning Provision, which is additional to or different from the differentiated curriculum on offer to all learners at our school.

Additional Learning Provision is for the school as a whole. The governing body, the Headteacher, the ALNCo and all other members of staff have important responsibilities. The ALN Code of Practice 2002 makes it clear that all teachers are teachers of learners with additional learning needs. All teachers are teachers of learners with additional learning needs. Teaching such learners is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the learners. The National Curriculum (NC) provides flexibility to enable teachers to select content from earlier or later key stage programmes of study if this is appropriate to the needs of individual learners. A variety of teaching methods appropriate to the abilities of individual learners should be used. Earlier key stage work may be used to enable learners to make progress and demonstrate attainment. The majority of learners will learn and progress within these arrangements. However, for learners with additional learning needs, there may be a need to provide an enhanced level of provision that supports and develops their abilities. St Richard Gwyn Catholic High School will adopt a graduated response to meeting additional learning needs by using the three

stage procedure recommended in the DFE Code of Practice 2001. This will require the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a learner is experiencing. When a learner is identified as having additional learning needs, the school will intervene at School Action and School Action Plus stages. These interventions are a means of helping schools and parents match special educational provision to individual learner needs. The ALNCo will record the steps taken to meet the needs of individual learners.



## **EARLY IDENTIFICATION**

Assessment is a continuing process that can identify learners who may have additional learning needs. The school will measure learners' progress by referring to:

- evidence from teacher observation and assessment,
- their performance against the level descriptions within the National Curriculum at the end of a key stage,
- Standardised screening or assessment tools such as CATs tests results, Reading test (New Suffolk Reading Test) and Spelling test results conducted on entry to the school, · Screening tests during Year 7,
- NBAR tests,
- Records from feeder schools,
- Information from parents,
- National Curriculum results,
- External exam results,
- Learner portfolios.

## **ALN PROVISION**

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For learners with identified ALN the Headteacher, ALNCo and colleagues will:

- Use information from the Primary school or previous secondary school to shape the learner's ALP,
- Identify the learner's skills and plan ALP accordingly,
- The provision map will detail specific, time limited interventions which are targeted at learners who have been assessed as needing additional support to enable them to make progress,
- Ensure on-going monitoring provides regular feedback on achievements/experiences, in order to plan next steps in learning,
- Ensure opportunities for the learner to show what they know, understand and can do through the pastoral programme,
- Involve learners in planning/agreeing their own targets to meet their needs, · Involve parents in a joint home-school learning approach at home and in school.

## **THE RANGE OF ALP**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a Teaching Assistant to follow a programme which meets an identified need.
- Individual or group ELSA sessions over a period of time.
- In-class support with adult assistance.





- Support from specialists within class or as part of a withdrawal programme. · Increased pastoral support from the Progress Centre team.
- Behaviour Support Programme.

### **Homework Support**

The Homework Support sessions are run each lunch time, and also on designated days after school, and are supervised by a member of staff. Homework Support offers guidance with homework, resources to enhance homework, access to textbooks and liaison with class teachers. There is also the opportunity to discuss worries and leisure activities. There is open access to Homework Support for all learners within the school, but some learners are directed to go to Homework Support in place of Homework Detention. Homework support particularly the needs of those learners with memory deficit, communication difficulties and issues with learning at home. Homework Support also plays a major role in providing a secure environment for vulnerable learners during unstructured times.

### **Internal and Public Exams - Special Examination Access Arrangements**

Learners with ALN will likely qualify for special examination access arrangements to be made. The Assistant Headteacher and the ALNCo are responsible for identifying and informing the Examination Officer of those learners who qualify for particular support in examinations and assist with arranging appropriate support as required. The ALNCo oversees the access applications process for special examination arrangements. The school is required to follow the procedures laid down by the Joint Council for Qualifications when applying for and implementing any special arrangements agreed to. Special examination arrangements may include provision of one or more of the following: extra time, supervised rest periods, a reader, a scribe, a prompt, use of a word processor, separate invigilation and enlarged or modified question papers. Recommendations for Special Arrangements should derive from an identified documented educational need evidenced, for example, in an existing Psychological Report or a Specialist Teacher's Assessment Report. If a learner does not meet the criteria as necessary for special arrangements, then parents may seek a report from an external body - such as the Dyslexia Association. Such reports must be dated within the two years prior to the examination in question. Learners with special access arrangements will be offered the opportunity to access the arrangements throughout their courses e.g. allowing extra time for class based assessments or during internal examinations.

### **English as an Additional Language**

The identification and assessment of the additional learning needs of learners whose first language is not English requires much care. Teachers should look carefully at all aspects of a learner's performance across the curriculum to establish whether the problems they have in the classroom is due to limitations in their command of the language that is used there or arises from additional learning needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. It may be necessary to seek



advice from specialist teachers or other external agencies when assessing the needs of these learners.

### **MONITORING LEARNER PROGRESS**

Teachers may conclude that the strategies they are currently using with a learner are not resulting in the learner learning as effectively as possible. In these circumstances, they should consult with the ALNCo to consider what else might be done. The ALNCo and teacher will review the approaches adopted. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies may lead to the conclusion that the learner requires help that is additional to, or different from that which is normally available within the particular class. Where support additional to, or different from that of general class provision is required, consideration should then be given to helping the learner through 'School Action'. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment. The key indicator of the need for action is evidence that current rates of progress are inadequate, when taking the learner's level of ability into careful consideration.

Adequate progress can be defined as progress which:

- closes the attainment gap between the learner and the learner's peers, · prevents the attainment gap growing wider,
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers,
- matches or betters the learner's previous rate of progress,
- ensures access to the full curriculum,
- demonstrates an improvement in self-help, social or personal skills,
- demonstrates improvements in the learner's behaviour,
- is likely to lead to appropriate accreditation,
- is likely to lead to participation in further education and/or employment.

### **RECORD KEEPING**

The school will record the steps taken to meet learners' individual needs. Provision will be outlined in the form of a provision map demonstrating a graduated response to the individual needs of all learners. The ALNCo will maintain the records and ensure access to them. In addition to the usual school records, the learner's profile will include some or all of the following:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Learner's own perceptions of difficulties



- Information from health/social services.
- Information from other agencies such as the Educational Psychology Service, Careers Wales etc.

### **GENERAL LEARNING DIFFICULTIES**

The ALN Code of Practice defines adequate progress for learners with General Learning Difficulties as that which:

- the attainment gap between learner and peers,
- Prevents the attainment gap widening,
- Is on a par with learners starting from similar base line but less than most of peers, · Equals or improves upon the learner's previous rate of progress,
- Enjoys full curricular access,
- Is satisfactory to learner and parents,
- Is likely to result in accreditation in F.E., training, and/or employment, · Is likely to result in usable levels of skills.

Teaching learners with ALN is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in learners' abilities, aptitudes, and interests. Some learners may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting learners' needs. When they are identified as having ALN, the school will intervene through School Action and School Action Plus as described below.

### **SCHOOL ACTION**

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum.

When a learner is identified as having additional learning needs, the school will implement learning provisions that are supplementary to those provided as part of our school's usual differentiated curriculum.

### **TRIGGERS**

School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching and learning opportunities a learner:

- makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of need,
- shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas,
- presents persistent emotional and/or behavioural difficulties, which are not managed by the normal behaviour management techniques,



- has sensory or physical problems, and continues to make limited progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties and continues to make limited progress despite differentiated activities.

### **ACTION**

The ALNCo will support the assessment of the learner, assisting in planning future support and monitoring the action taken. The learner's subject and pastoral teachers will remain responsible for working with the learner. The ALNCo and the learner's subject teachers should decide on the action needed to help the learner to progress in the light of their earlier assessment. This might be:

- to provide different learning materials or special equipment,
- to enrol the learner on the Catch-Up Reading Programme,
- to introduce some group or individual support,
- to undertake staff development and training aimed at introducing more effective strategies · to provide effective intervention without the need for input from external agencies.

If the school decides, after consultation with parents, that a learner requires additional support to make progress, the ALNCO, in collaboration with teachers, will support the assessment of the learner and have an input in planning future support. Parents will be informed of the action and results.

### **NATURE OF INTERVENTION**

The ALNCo, in collaboration with the subject teacher, will decide the action required to help the learner progress. Based on the results of previous assessments, the actions might be:

Provision of alternative learning materials/ special equipment,

- Group support,
- Class organisation,
- Provision of additional adult time in devising interventions and monitoring their effectiveness,
- Provision of TA support for targeted lessons.
- Staff development/training to undertake more effective strategies,
- Access to LEA support services for advice on strategies, equipment, or staff training.

### **REVIEW**

A review of progress will take place, preferably at least twice a year, one of them coinciding with Parents' Evening, in consultation with the learner's subject teachers, the parents, the learner and the ALNCo. The school will endeavour to hold the reviews in an informal manner. The outcomes of the meetings being (a) the learner no longer needs special help, the learner continues at School Action or (c) the learner moves on to School Action Plus.



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## **SCHOOL ACTION PLUS**

School Action Plus is characterised by a sustained level of support and by the involvement of external services such as specialist teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the ALNCo and teaching colleagues in consultation with parents. Specialists will usually meet with the learner and key staff and then advise subject and pastoral staff on new targets or specialist strategies. They can also provide more specialist assessments that can inform planning and the measurement of a learner's progress and give advice on the use of specialist strategies or materials.

## **TRIGGERS**

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a learner:

- continues to make little or no progress in a specified time,
- continues working at NC levels substantially below that expected of learners of a similar age, · continues to have difficulty in developing literacy and mathematical skills, · has emotional or behavioural difficulties which substantially and regularly interfere with
- their own learning or that of the class group, despite having an individualised behavioural management programme,
- has physical or sensory needs and requires additional specialist equipment or regular advice or visits from a specialist service, providing direct intervention to the learner or advice to the staff,
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **ACTION**

External support services will require access to learners' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the learner. Parental consent will be sought for any additional information required. Any specialist strategies may be implemented by the subject teachers but could involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

## **REVIEW**

A review of progress will take place preferably at least twice a year, one of them coinciding with Parents' Evening in consultation with the subject teachers, the parents, the learner and the ALNCo, the outcomes being (a) the learner no longer needs special help (b) the learner returns to School Action (c) the learner continues at School Action Plus or (d) the learner is



referred to the ALN Panel for further action or (e) the learner moves on to a school request for statutory assessment.

### **SCHOOL REQUEST FOR STATUTORY ASSESSMENT**

For a few learners the help given by the school through an individualised programme of sustained intervention within School Action Plus may not be sufficient to enable the learner to make adequate progress and remain a significant cause for concern. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to carefully consider whether to request the LEA to initiate a statutory assessment. A Statutory Assessment might also be requested by a parent or outside agency.

### **TRIGGERS**

The learner has demonstrated significant cause for concern and had made no progress despite further strategies having been implemented.

### **ACTION**

The school must provide written evidence to the LEA detailing:

- action followed with respect to School Action and School Action Plus, · Records and outcomes of regular reviews undertaken,
- Information on the learner's health and relevant medical history,
- N.C. levels,
- Literacy/Numeracy attainments,
- Other relevant assessments from specialists such as support teachers and educational psychologists,
- The views of parents,
- Where possible, the views of the child,
- Social Services/Educational Welfare Service reports,
- Any other involvement by professionals.

### **REVIEW**

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out an assessment. Where the evidence presented to the LEA suggests that the learner's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally provided by mainstream schools, the LEA will make a statutory assessment. A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.



## **STATEMENT OF ADDITIONAL LEARNING NEEDS**

The LEA may decide that the degree of the learner's learning difficulty and the nature of the provision necessary to meet the learner's additional learning needs is such as to require the LEA to determine the learner's special educational provision through a statement of additional learning needs.

A statement of additional learning needs will include:

- the learner's name, address and date of birth,
- details of all the learner's special needs,
- the additional learning provision necessary to meet the learner additional learning needs, · the type and name of school where the provision is to be made,
- relevant non-educational needs of the learner,
- information on non-educational provision.
- Statements of additional learning needs will have the learners' additional learning needs set in consultation with the LEA, the school, the parents and the learner and include targets identified in the statement. A Statement will also include details of learning objectives for the child. These are used to develop targets that are:
  - matched to the longer-term objectives set in the Statement.
  - of shorter term,
  - established through parental/learner consultation,
  - set out in an IDP,
  - implemented in the classroom,
  - delivered by the subject teacher with appropriate additional support where specified.

These targets will be set out in an IDP, written by the ALNCo and should be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IDP will be the responsibility of the class teacher.

## **INDIVIDUAL DEVELOPMENT PLANS (IDPs)**

Strategies employed to enable the learner to progress should be recorded within an IDP.

IDPs should contain information about:

- short term appropriate targets set for or by the learner,
- the teaching strategies to be used,
- the provision to be put in place,
- when the plan is to be reviewed,
- outcomes (to be recorded when IDP is reviewed).

Learners who have behavioural difficulties will have progressive Behaviour Monitoring plans known as 'White', 'Yellow' and 'Red' Reports. These reports are monitored in turn by a) the form teacher or learning coach, b) the Progress Leader, c) the Head of Engagement and d) the Headteacher. Additional information on these reports can be found in the school's Discipline Policy.



## **ANNUAL REVIEW OF A STATEMENT OF ADDITIONAL LEARNING NEEDS**

All statements will be reviewed at least annually with the parents, the learner, the LEA and the school (ALNCo) to consider whether any amendments need to be made to the description of the learner's needs or to the special educational provision specified in the statement. Statements must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the learners requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent,
- The child if appropriate,
- The relevant teacher,
- The ALNCO,
- A representative of the LEA,
- Any other person the LEA considers appropriate,
- Any other person the headteacher considers appropriate.
- The annual review should focus on what the learner has achieved as well as on difficulties that need to be resolved. The aim of the review will be to:
  - Assess the learner's progress in relation to the IDP targets,
  - Review the provision made for the learner in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills,
  - Consider the appropriateness of the existing Statement in relation to the learner's performance during the year, and whether to cease, continue, or amend it, Set new targets for the coming year.

The annual review held in year 9 will be particularly significant in preparing for the learner's transition to employment, further education, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This will also involve input from a specialist careers advisor. The school recognises that the responsibility for such Transition Plans lies with the Headteacher. With due regard for the time limits set out in the Code, the headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of ALN.

## **CO-ORDINATION OF SPECIAL NEEDS PROVISION**

All members of staff in St Richard Gwyn Catholic High School, together with the governing body, Headteacher and the ALNCo will have important responsibilities in the provision for learners with Additional learning needs. Learners with ALN are catered for by subject specialists providing differentiated curriculum material and employing a wide range of teaching strategies required to give these learners access to the National Curriculum. ALN staff may provide withdrawal lessons for learners with difficulties in basic literacy skills for small group tuition.





## **The role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the ALN provision, Keeping the Governing Body well informed about ALN within the school, · Working closely with the ALNCO/ALN team,
- Informing parents of the fact that ALN provision has been made for their child, · Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **The Role of the Governing Body**

The Governing Body's responsibilities to learners with ALN include:

- Ensuring that provision of a high standard is made for ALN learners,
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented learners,
- Ensuring that ALN learners are fully involved in school activities,
- Having regard to the Code of Practice when carrying out these responsibilities, · Being fully involved in developing and subsequently reviewing ALN policy, · Reporting to parents on the school's ALN Policy including the allocation of resources from the school's devolved/delegated budget.

## **The role of the ALNCO and the Assistant ALNCO**

The ALNCO and the Assistant ALNCO play a crucial role in the school's ALN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy and provision in the school to raise the achievement of learners with ALN. This will involve liaison with other teachers, parents, learners, the school chaplain and outside specialists, keeping adequate records including an ALN Register and Provision Map and overall co-ordination of the school's ALN provision.

Other responsibilities may include:

- overseeing the day-to-day operation of the school's ALN policy,
- attending appropriate meetings to discuss, monitor and review information on special education,
- liaising with and advising colleagues,
- contributing to the in-service training of staff,
- co-ordinating provision for learners with additional learning needs through the school provision map,
- liaising with the Head of Engagement and the Progress Leaders,
- liaising with external agencies including the Pupil Support Service and health and social services,
- Organising and chairing Annual Review meetings,
- liaising with parents,



- completing all relevant paperwork for annual reviews of statements and applications for the ALN Panel,
- overseeing learners' records,
- monitoring and reviewing IDPs,
- co-ordinating learners and their Teaching Assistants,
- managing the day-to-day organisation of the Teaching Assistants.
- For effective co-ordination staff must be aware of:
  - The role of the ALNCo ,
  - The procedures to be followed,
  - Their responsibility in making provision for ALN learners,
  - The commitment required by staff to keep the ALNCo well informed about learners' progress,
  - Their access to information about ALN learners,
  - What exactly constitutes a 'level of concern' and at which point School Action is considered,
  - Alerting the ALNCO to such 'levels of concern',
  - The procedure by which parents are informed of this concern and the subsequent ALN provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### **The Role of the Subject Leader**

- ensure schemes of work are in place that allow staff to meet the individual learning needs of all learners,
- ensure there are sufficient subject specific materials and resources available to allow effective differentiation for learners with different needs,
- ensure assessment procedures are in place to measure the progress and identify the needs of all learners.

### **The Role of the Subject Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, ALN learners,
- Collaborating with the ALNCo to decide the action required to assist the learner to progress, · be aware of each child's needs and skill levels,
- provide reports for external agencies as requested by the ALNCo,
- assess progress and maintain appropriate records,



- plan and deliver lessons that allow each child to experience success meeting any guidance provided by the ALNCo ,
- Working with ALN learners to deliver the individual programme set out in the IDP, · Developing constructive relationships with parents,
- provide feedback to all students on how they can make progress with their learning, provide any Teaching Assistants to be present in a lesson with a lesson plan I advance, if possible,
- Being involved in the development of the school's ALN policy.

### **THE ROLE OF THE TEACHING ASSISTANT**

The Teaching Assistants (TAs) work under the direction of the ALNCo, Assistant ALNCo and the class teacher. The TAs work with learners in and out of the classroom environment and will help to support their educational, social and emotional development. In addition we have trained Emotional Literacy Support Assistant (ELSA) staff working out of the Progress Centre, whose role is to plan and deliver programmes of support to those learners who are experiencing temporary or longer term additional emotional needs.

### **ALN INSET**

All staff are encouraged to become professional learners with a collegiate approach to their professional development. The school provides opportunities for all staff to attend courses that help them to acquire the skills needed to work with ALN learners. Part of the ALNCo's role is the delivery of school-based INSET is to develop awareness of resources and practical teaching procedures for use with learners with ALN. As a routine part of staff development, INSET requirements in ALN will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting learners' needs, will be considered frequently. The School's INSET needs will be included in the School Development Plan.

### **RESOURCES FOR ALN PROVISION**

**STAFFING** Withdrawal help for a specific need is allocated after consultation between the teachers, other professionals and the ALN team.

**FINANCE** The ALN Department will bid for a funding allowance in line with other departments and in addition an element of departmental funding for all subjects will be allocated for the provision of any additional resources which may be required for learners with ALN. **As part of the Vale of Glamorgan formula the budget allocation for ALN was £43 618, St Richard Gwyn total spending on ALN in 2013/14 was greater than this.** The Governing Body ensures that resources are allocated to support appropriate provision for all learners requiring it, and in meeting the objectives set out in this policy. **TRAINING** In accordance with the recommendations in the DFE Code of Practice, Subject Teachers and ALN staff are encouraged to take part in appropriate ALN INSET.



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## **EVALUATION OF SUCCESS OF OUR ALN POLICY**

The following criteria will be considered when evaluating success of St. Richard Gwyn Catholic High School's ALN policy:

(The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE ALN AIMS OF THE SCHOOL' at the beginning of this policy.)

In evaluating the success of this policy, the school will consider the views of:

- Teachers

- Parents
- Learners
- External professionals
- Learner progress will provide evidence for the success of the ALN policy and this will be analysed carefully through:
  - All new intake learners will have been tested for both Reading Comprehension Age and Spelling Age during the initial half term.
  - An Individual Development Plan will be in place for learners with a Statement. · Measurable progress will be expected within each learner's Individual Development Plan. Consideration of each learner's progress through the provision map.
  - All learners with learners will be fully integrated in all school activities.

## **PARTNERSHIP WITH PARENTS**

St Richard Gwyn firmly believes in developing a strong partnership with parents and that this will enable children and young people with ALN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of ALN learners as valued partners in the process. Depending on age and appropriateness, ALN learners will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to all parents of learners with ALN, details of the parent partnership service available through the LEA. The ALN Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

Contacts with parents of ALN learners are considered to be of the highest importance and to facilitate this aim the ALN Co-ordinator will:

- Be available for consultation at Parent's Evenings and by arrangement. · Keep parents informed of all reviews and changes relating to the provision of ALN for their children.



- Invite parents to participate in the reviews at each stage on the Code of Practice and in the Statutory Assessment of learners and any subsequent reviews.

### **ARRANGEMENTS FOR CONSIDERING COMPLAINTS**

The school's complaints procedure is outlined in the school prospectus. Complaints about ALN provision within the school should be addressed in the first instance to the Headteacher who, if necessary, will bring them to the attention of the Governing Body at the earliest opportunity. The ALN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **CONTACTS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, ALN learners.

When it is considered necessary, colleagues from the following support services will be involved with ALN learners as and when the need arises:

- Educational psychology service
- Specialist teachers from PSS
- ASD and Cognition and Learning Outreach services from Ysgol Y Deri
- Medical agencies
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- Careers Wales
- The LEA
- Specialist services
- The business community
- Education Welfare Services
- Social Services

The Additional Learning Needs Co-ordinator will maintain contact on a regular basis with both our Catholic feeder schools and other primary schools in the area.

### **ALN POLICY REVIEW**

The school considers the ALN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.



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**REVISED MARCH 2019**

**SIGNED:**