

# COGNITA

## Additional Learning Needs and Disability Policy



## September 2020

## Additional Learning Needs and Disability Policy

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Oakleigh House School is a caring school where attention is paid to the planning of the curriculum, both to extend and support the individual needs of pupils with identified learning difficulties within the main stream setting, Admission of a pupil with Additional Learning needs (ALN) is at the discretion of the headteacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class teacher / ALNCo; Cerys Wendon. This may involve the use of specific tests. The Headteacher will discuss the needs of the individual child with the ALNCo. If the school, is able to meet those needs and the child meets entry requirements then the child may be accepted.

Section 2 of The Additional Learning Needs (ALN) and Educational Tribunal Act (2018) defines the term 'additional learning needs' (ALN), as set out in below.

1. 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 (c. 15) 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.

### 1 Legislation and Regulation

1.1 This policy has regard to ALN reforms in Wales through;

- The Additional Learning Needs (ALN) Draft Code 2018 (Wales)

[https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales\\_0.pdf](https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales_0.pdf)

- Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act').
  - The Equality Act 2010;
  - The Children and Families Act 2014;
  - SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
  - The General Data Protection Regulation 2016 (GDPR)

### 2 Principles underlying Practice

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

The principles underpinning the ALN system, as reflected in the Code and the Act, are:

- a) A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person are enabled to participate as fully as possible in the decision making processes.
  - b) Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
  - c) Collaboration where all those involved in planning and providing support to children and young people with ALN should work together in the best interests of the child or young person.
  - d) Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with ALN.
- 2.2 The school takes a positive and professional whole-school approach to pupils with ALN.
- 2.3 The school adopts a 'Person Centre Planning' approach to Additional Needs support
- 2.4 Pupils with ALN are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 2.5 To ensure the needs of pupils with ALN are addressed, the Learning Support Team will:
- Identify and assess pupils with ALN, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
  - Develop and monitor support measures where a need is identified;
  - Develop and update the ALN Register and ensure that these are circulated amongst teaching staff;
  - Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
  - Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
  - Communicate effectively with parents/guardians on the learning needs of pupils and provide an IDP for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and
  - Collate evidence to support applications for additional funding.

### **3 Identifying Additional Learning Needs**

- 3.1 Early identification of pupils' needs is the key to unlocking the potential of pupils who may have Additional needs. We adopt a person centred and graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.
- 3.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need;

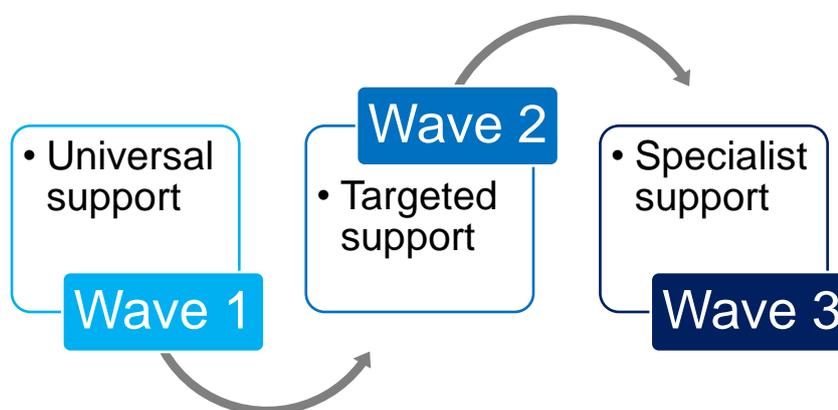
<b>Communication and interaction needs</b>	<b>Cognition and learning needs</b>	<b>Social, emotional and mental health needs</b>	<b>Sensory and/or physical needs</b>
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who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

**4 Early Years**

4.1 This policy applies to children in the early years. The person with responsibility for ALN in the early years is Cerys Wendon.

**5 Categorisation of Students**

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



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

### 6 The Graduated Approach

- 6.1 The school's approach to identifying and supporting ALN was informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. We will continue to adopt this Graduated approach to ALN in line with the guidance of the new Code of Practice (Wales) 2018. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.
- 6.2 The first response to existing ALN or possible ALN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing ALN to gain a full understanding of progress and individual needs. Sources of information might include:
- Standardised tests (e.g. GL Assessment, NFER, CAT4, MIDYIS, YELLIS, ALIS)
  - Speech and Language link screeners
  - Educational Psychologist (EP) or Specialist Teacher reports;
  - Information from previous schools for new pupils;
  - Discussions with parents;
  - Observations in lessons;

- In-class assessments; and
  - Discussions with ALNCo.
- 6.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, motor skills, mathematical understanding, writing skills, speech and language difficulties.
  - The Learning Support Team will offer advice regarding additional strategies in subject lessons.
  - Ahead of any in school assessment regarding ALN, the views of the parents and pupil are listened to. Advice will be given for support at home.
  - One page profiles will be drawn up following input from the pupil and their view of their own strengths and weaknesses and where they feel they need support
  - IDP's will be drawn up by the teacher following the outcomes of the assessments for specific targets for the term. Parents will have a copy of this.
- 6.4 Once again, the pupil's progress will be reviewed following these specific interventions. Review of the specific interventions will take some of the following formats;
- Support wallets, kept in the classroom, are available for the class teacher to monitor the areas covered in the session.
  - Teaching assistants are required to briefly log what has occurred and comment on progress for each session
  - Class teachers are required to acknowledge this with their signature every fortnight.
  - Pupil's using Dyslexia support software / resources will be assessed at the appropriate point to establish progress. These results are shared through the home/ school support book.
  - Pupils using the speech / language link intervention programme are assessed via the software to see the impact of the intervention every 6 months. Results shared with teacher and parent.
  - Pupils undertaking the DCD programme to support motor skills difficulties are assessed in their sessions each week.
  - Pupils undergoing Dyslexia support are given weekly spelling tests on specific spellings from their programme.
  - IDP targets to be reviewed at the end of each term.
  - School reports to parents include details of progress relating to ALN by the Learning support team.
- 6.5 If the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Referral to NHS Speech and Language service for specialist assessment.
  - Record of Concern sent to LA Education or Clinical Psychologist and following school visit for Cognitive assessment/ advice to parents and school
    - Full Specialist Teacher assessment – such as Dyslexia Assessment (parental charge);
    - CAMHS involvement

6.6 In some cases whereby school and parents feel that the school is not able to provide the level of support that the pupil requires, an application to the Local Authority may be considered, requesting a Statutory Assessment of ALN. This step is taken following the graduated school approach to ALN outlined in this policy.

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

### **7 Responsibility for ALN**

7.1 The ALN Draft Code of Practice (Wales) makes explicit that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Support Team works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

### **8 Managing Learning for Pupils on the SEND Register**

8.1 The ALN register for Oakleigh House School is managed and maintained by the ALNCo. The ALN register includes a provision map of support and teaching strategies for teachers. The ALN register is available on the Academic Shared area of the Schools network.

8.2 All pupils with ALN have an IDP which is shared with parents. It is the teachers responsibility to review this IEP at the end of every term and share with parents.

### **9 EHC Plans. /Statement of ALN**

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

### **10 Recording ALN**

10.1 We are required by law to keep a record of those pupils who have been identified as having ALN, and the provision we make for such pupils. For each pupil with ALN, the ALNCo will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school ALN register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the ALN register.

### **11 External Agencies**

11.1 We always work proactively and collaboratively with external agencies.

### **12 Exam Concessions**

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

### 13 Use of Laptops and Word Processing

- 13.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

### 14 Extra Time

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

### 15 Transition

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

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

- 15.2 Where children with ALN leave the school, the ALNCo will work cooperatively with the receiving school to provide information about the pupil.

### 16 Management and Roles

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

#### 16.2 Class and subject teachers

- Responsible for the progress of pupils with ALNCo.

#### 16.3 The ALNCo

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

- 16.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the ALNCo is also responsible for the following:

- In relation to each of the registered pupils who the ALNCo considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
  - Identifying the pupil's Additional Learning needs, and co-ordinating the making of Additional Needs provision which meets those needs;

- Monitoring the effectiveness of any Additional Needs provision made;
- Securing relevant services for the pupil where necessary;
- Ensuring the records of the pupil's ALN and the ALN provision made are maintained and kept up to date;
- Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's ALN and the Additional Needs provision made;
- Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with pupils with ALN;
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with ALN;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with Additional Learning needs
- Preparing and reviewing the information required by law to be published in relation to Additional Learning needs provision.

### 16.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of ALN provision.

## 17 Document Retention

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

## 18 Complaints

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

## Additional Learning Needs and Disability Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel
Review – June 2019	David Baldwin, DE

<b>Compliance</b>	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy

<b>Audience</b>	
Audience	School staff

<b>Document application</b>	
England	No
Wales	Yes
Spain	No

<b>Version control</b>	
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