



Additional Learning Needs Policy

Amberleigh Therapeutic School,
Golfa Hall

July 2021

Additional Learning Needs Policy

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Introduction/Rationale

This policy is a statement of the aims, principles and strategies for identification and management of students with Additional Learning Needs (ALN) at Amberleigh Therapeutic School, Golfa Hall. It is intended to provide a consistent framework and to ensure that all students have their needs met, allowing them to be challenged and work towards their full potential, achieving the best experience. Amberleigh Therapeutic School, Golfa Hall celebrates and empowers individuality of all employees and students. We are committed to ensuring that every student, regardless of race, creed, age, gender or disability has equal access to all aspects of the curriculum and endeavour to support all individuals with additional learning needs. In line with the ethos of the school we believe that all students should be allowed to demonstrate their ability, under all situations and circumstances.

1. Aim and Identification of ALN Provision

1.1 Aims

- To identify and support students' additional learning needs throughout their experience at Amberleigh Therapeutic School, Golfa Hall
- To collaborate with employees, House staff/parents and external agencies to ensure that all students with ALN are supported effectively
- To promote inclusive practice that ensures all students, regardless of their ALN, have full access to the Golfa Hall curriculum and experience
- To operate a whole school approach to ALN, following the Additional Learning Needs Code of Practice Wales (2021)
- To continue to develop employee training to support the above

1.2 Additional Learning Needs (ALN)

Pupils with ALN are those that require further support accessing the curriculum, primarily those with:

- Special Educational Needs and Disability (SEND)
- Social, Emotional and Mental Health difficulties (SEMH)
- Specific Learning Difficulties (SPLD)
- Medical needs
- Experience of disrupted learning, i.e. gaps in previous schooling, changes of school and/or experience from differing educational systems. Adverse childhood experiences (ACES) and associated trauma and further disassociation caused by this.

Additional Learning Needs (ALN) is defined in the Additional Learning Needs Code for Wales (2021) as follows:

1. A person has additional learning needs if they have 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 they:
 - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. Have a disability for the purposes of the Equality Act 2010
 - c. which prevents or hinders them 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 they are, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

2. Additional Learning Needs Provision (ALNP)

All employees who work with the pupils at the School share the responsibility of the ALP, in meeting their needs holistically and implementing support plans outlined by the ALNCo, EAL teacher and Wellbeing Centre team.

2.1 Role of the ALNCo

- Promoting inclusion across the School and providing expertise on ALN by developing specialist skills and knowledge.
- Providing assistance and support to students in their learning processes to ensure equal access to all areas of the curriculum, including both the academic and the co-curriculum
- Consulting with teachers, parents/guardians/SW, virtual school and employees regarding the additional learning needs of the students.
- Working with students to assess their difficulties and how to best support them
- Designing, implementing, evaluating and adjusting Individual Development Plans (IDPs) and EHCP's for English pupils that illustrate personalised support strategies, interventions and targets.
- Providing individual intervention sessions for pupils with additional learning needs on a regular basis, including in-class support.
- Providing strategies, resources and training in learning support and ALN related matters for subject teachers and the wider community at Amberleigh Therapeutic School, Golfa Hall.
- Coordinating with Tutors and other relevant staff members and house staff to provide support for pupils with identified learning needs or emerging concerns.
- Collaborating with multi/external agencies to organise specialist support/assessments for pupils with identified additional learning needs.

- Working with the Examinations Officer overseeing access arrangements in internal and external exams.

3. ALN Provision and Support

3.1 Identification

Pupils are identified on admission to the school as a result of preadmission conversations and baseline data collecting of all relevant information relating to their learning.

Pupils currently attending the school can be identified as having ALN as a result of a referral made by tutors, subject teachers, house staff as it becomes evident. Once a referral has been received, the ALNCo will arrange to meet the student and tutor.

3.2 Assessment

If a pupil is identified as one who requires support, the ALNCo will continue their assessment and conduct a range of qualitative and quantitative assessments to further establish their strengths, difficulties and needs. As part of the assessment, they will make contact with S/W, previous education providers, parents to request previous academic/medical reports or documentation, alongside their view of their child's educational progress.

If the outcome of the Alnico's assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with adult with parental responsibility.

This may involve:

- Educational Psychologist;
- Speech and Language Therapist/Auditory difficulties;
- Occupational Therapist;

Progress will be monitored and reviewed where necessary. Pupils who require access arrangements for their examinations are assessed based on their individual needs. To apply, students must have an evidential document detailing the justification for the access arrangements.

3.3 Provision

Most pupils who require one should arrive with an IDP in place. If this is organised and produced whilst the pupils are in attendance, then pupils would meet with the ALNCo to discuss the process of the Individual Development Plan (IDP). The IDP is a mandatory form outlined in the Additional Learning Needs Code for Wales (2021) which has been introduced to replace all other support plans/EHCP/statements of need. The IDP is a document that outlines the following:

Pupils placed at Amberleigh Therapeutic School, Golfa Hall whose placing authority and origination is in England the normal practices for EHCP review and completion will take place in that format.

- the student's strengths and difficulties
- the agreed short term, SMART (Short, Measurable, Achievable, Realistic and Timely) targets set for or by the student
- the teaching / support strategies to be used, how these are to be delivered and by whom
- success criteria and review dates for each target IDPs are based on a cycle of planning, intervention and review. The ALNCo will undertake observations in the classroom to ensure adequate support is being provided and the student is in acceptance accordingly. All IDPs are formally reviewed at least once a term, where a meeting with the student will take place and each section is reviewed with a thorough evaluation. Pupils should provide their consent before the IDP is shared with parents, house staff or S/W, teachers and wellbeing employees. Teacher and Parental/House feedback is encouraged to ensure that an accurate, holistic profile is created for the student. Any changes made to the IDP are confirmed with the student and parent prior to publication. The IDP form for Amberleigh Therapeutic School, Golfa Hall is scheduled to be developed further in order to meet the content requirements outlined in the Additional Learning Needs Code for Wales (2021). This will coincide with the publication of the ALN Code and activation of the new ALN system in Wales.

3.4 Record Keeping

Assessments, reports, EHCP's for English pupils and IDPs are kept on paper in each pupils file, as well as electronically on Ambertrack. Confidential information is stored in a locked filing secure office/store.

3.5 Confidentiality

The confidentiality of students is paramount to the school,

4 Policy Revision and Communication

The ALN/Inclusive Education Policy is reviewed annually by the SLT and Directors, the ALNCo, as part of the curriculum review cycle. Changes will take into account legislative updates. The policy is communicated to the whole school via policy updates.

To be reviewed June 2022. R Knight July 2021