

COGNITA



Additional Learning Needs and Disability Policy

September 2021

1 Definition of Additional Learning Needs (ALN) and Disability

- 1.1 A child or young person has ALN if they have a learning difficulty or disability which calls for additional learning provision to be made for him or her. Many learners that were previously identified to have special educational needs (“SEN”) will fall under this definition.
- 1.2 Children and young people who have ALN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have ALN, but there is a significant overlap between disabled children and young people and those with ALN. Where a disabled child or young person requires additional learning provision they will also be covered by the ALN definition.

2 **Legislation and Regulation** 2.1

This policy has regard to:

- The Equality Act 2010;
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018;
- The Additional Learning Needs Co-ordinator (Wales) Regulations 2019;
- The Additional Learning Needs Code for Wales [date to be inserted] (“the ALN Code”); and
- The General Data Protection Regulation 2016 (GDPR)

3 **Principles underlying Practice**

- 3.1 The ALN Code describes the principles that should be observed by all professionals working with children and young people who have ALN. The school aims to:
 - Focus on inclusive practices and removing barriers to learning;
 - Identify early the ALN of young people;
 - Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
 - Take into account the views of young people and their families;
 - Enable young people and their parents to participate in decision-making;
 - Collaborate with partners in education, health and social care where appropriate;
 - Ensure that appropriate resources are available for pupils with temporary or long-term ALN; and
 - Provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.
- 3.2 The school takes a positive and professional whole-school approach to pupils with ALN and/or disabilities.
- 3.3 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.
- 3.4 To ensure the needs of pupils with ALN are addressed, the Learning Support Team will:
 - Identify pupils that may have 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;

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- 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 a Learning Plan 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 and access arrangements in examinations.

4 Identifying Additional Learning Needs

4.1 Early identification of pupils' needs is the key to unlocking the potential of pupils who may have ALN. We adopt a 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.

4.2 In attempts to understand the learning needs of pupils, we apply the following four broad categories of need:

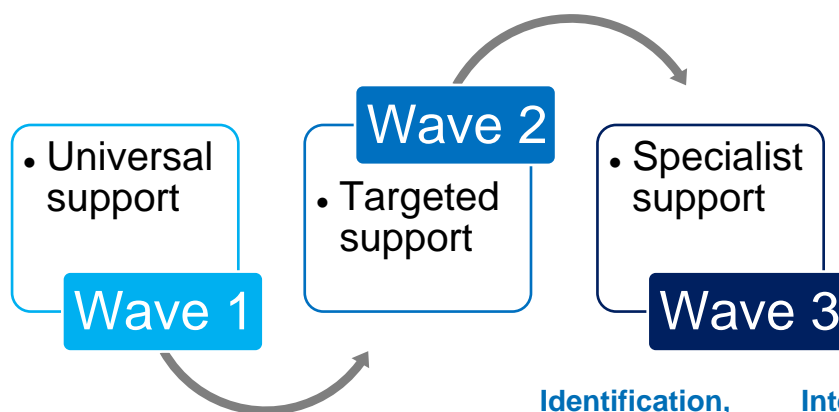
Communication and interaction needs	Cognition and learning needs	Behavioural, emotional and social needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills 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 have sensory or multisensory difficulties, including visual or hearing impairments and/or physical difficulties that prevents them from accessing the educational facilities that are generally available.

5 Foundation Phase and Prep School

5.1 This policy applies to children throughout the school . The person with responsibility for ALN throughout the school is Michael Gatt, the ALNCO.

6 Categorisation of Students

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



7 Early Collaboration

Identification, Intervention and

7.1 The school's approach to identifying and supporting ALN is informed by the ALN Code, which recommends identifying needs and putting provision in place at the earliest opportunity. It recommends gathering evidence to assess the progress of individual pupils, in order to

Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist 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 special educational 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 academy 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: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

identify whether additional or different action would enable the pupil to learn more effectively. If necessary, then this information can be used to alert the local authority to the fact that a child has, or may have ALN. 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.

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7.2 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);
- 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 Learning Support Team.

7.3 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:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
- Mentoring sessions; and
- The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.

7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- Statutory Assessment request; and/or
- GP review.

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

8 Responsibility for ALN

8.1 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 a Statement of Special Educational Needs ("Statement") or Individual Development Plan ("IDP")), reviews may need to include outside agencies/specialists. Where pupils have Statements or IDPs, the local authority is legally responsible for ensuring that the provision identified in their Statement or IDP is delivered. Where pupils currently have Statements, the school will provide the local authority with the information needed to transfer the child's Statement to an IDP.

9 Managing Learning for Pupils on the ALN Register

9.1 Management of pupils on the ALN Register is the responsibility of the ALNCO and is updated at the start of the year and each term.

9.2 Pupils' needs are captured and planned for utilizing our own school pupil centred plans and PATOSS referral forms.

9.3 The plans are reviewed termly.

9.4 The ALNCO together with the Deputy Head Academic are involved in the development and review of the plan together with the pupil and parent(s).

10 Statements of Special Educational Needs and Individual Development Plans

10.1 Where a child has a Statement or an IDP 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 IDPs is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

11 Recording ALN

11.1 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.

12 External Agencies

12.1 We always work proactively and collaboratively with external agencies.

13 Exam Concessions

13.1 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.

14 Use of Laptops and Word Processing

14.1 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.

15 Extra Time

15.1 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.

16 Transition

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

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

16.2 Where children with ALN and/or disabilities leave the school, the ALNCO will work cooperatively with the receiving school to provide information about the pupil.

17 Management and Roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for disabled 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 ALN and/or disabilities can be used to build the quality of wholeschool provision as part of their approach to school improvement. The ALNCO for the school is Michael Gatt. To ensure best practice, the ALNCO is an experienced, qualified teacher with relevant CPD training. The specialist testing of pupils is carried out by independent Dyslexia Action specialists based in the school.

17.2 Class and subject teachers

- Responsible for the progress of pupils with ALN and/or disabilities.

17.3 The ALNCO

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

17.4 The ALNCO is also responsible for the following:

- In relation to each of the registered pupils who the ALNCO considers may have ALN, 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 ALN:
 - Identifying the pupil's ALN, and co-ordinating the making of provision which meets those needs;
 - Monitoring the effectiveness of any ALP made;
 - Securing relevant services for the pupil where necessary;
 - Ensuring the records of the pupil's ALN and the ALP 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 ALP 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;

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- 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 special educational needs; and
- Preparing and reviewing the information required by law to be published in relation to ALN provision.

17.5 The Headteacher

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

18 Document Retention

18.1 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.

19 Complaints

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

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Ownership and consultation	
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

Compliance	
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

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
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