

Bishop Hedley RC High School

Ysgol Uwchradd Gatholig Esgob
Hedley

Additional Learning Needs Policy

Additional Learning Needs Policy



Additional Learning Needs Policy

Bishop Hedley High School

Introduction:

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and wellbeing of all pupils matter – including those identified as having additional learning needs. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

Principles:

- Identification and intervention in relation to ALN should take place at the earliest opportunity;
- All those involved in providing support to children and young people with ALN should work together in the best interests of the child or young person;
- Transitions should be planned in advance and consideration given to supporting transition to adulthood;
- The views, wishes and feelings of the child, parents/ carers, should be at the heart of all decision-making processes;
- The child should be enabled to participate as fully as possible in the decision-making process;
- Meeting the needs of learners with ALN is part of the whole school approach to school improvement.

Definition of Additional Learning Needs:

Section 2(2) of the Act confirms that a child of compulsory school age or person over that age has a learning difficulty/ disability for the purposes of the Act if he/ she :

- Has a significantly greater difficulty in learning than the majority of others the same age; or
- Has a disability 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 schools or FEI settings.

Role of the ALNCo:

It is the role of the governing body to designate an ALNCo. The ALNCo has the overall responsibility for ensuring the needs of all learners with ALN are met within the educational setting.

The ALNCo also provides professional guidance, advice and support to school staff and where needed, information and support to parents, carers and other agencies/institutions.

ALNCo Roles and Responsibilities are to:

- Promote inclusion in school
- Assist staff by developing specialist skills and knowledge
- Oversee the day-to-day operation of the school's policy on ALN
- Co-ordinate provision all learners with ALN
- Contribute to the development and implementation of appropriate ALN procedures, including strategic financial planning, effective deployment of resources, and data collection and analysis
- Provide support to staff to enable early identification, assessment and planning for learners with ALN
- Develop and review IDPs appropriately
- Liaise with pupil, pupil's parents to ensure understanding of the learner's needs and how they can be met
- Ensure disagreement resolution arrangements, put in place by the local authority, are utilised appropriately
- Act as key point of contact for local authority advice services
- Liaise with primary schools to facilitate a smooth transition between settings
- Liaise with careers specialists to ensure that learners with ALN receive appropriate careers advice
- Work strategically with SLT and the governing body to ensure the education setting meets its responsibilities under the Act.
- Use appropriate person-centred practices to achieve positive outcomes for all pupils.

Involving and Supporting Pupils and Parents:

The school will have regard to the views, wishes and feelings of the pupil, parents/ carers. Each pupil with ALN will participate as fully as possible in decision-making processes.

Where a pupil has ALN, it will be explained to them in a manner that reflects their ability to understand. When an Individual Development Plan (IDP) is being developed or reviewed, the pupil will be involved at an appropriate level.

Parents will be supported to understand what is being agreed for their child, their child's ALN, the agreed additional provision and the outcomes for their child to aim for.

The ALNCo will involve relevant agencies for advice or provision when necessary.

Identification of ALN:

The definition of ALN given at the beginning of the policy, should be used in the first instance.

However, concerns may arise where a pupil, despite receiving appropriate educational experience:

- Makes little progress towards meeting their potential
- Continues working at levels significantly below those expected for children of a similar age
- Presents persistent emotional or behavioural difficulties which are not ameliorated by behaviour management techniques
- Has sensory or physical difficulties and continues to make little or no progress against that which is expected of the individual
- Has communication/ interaction difficulties and continues to make little or no progress.

Assessment:

To help identify pupils who may have an ALN, we measure progress by referring to:

- Pupil performance, including whether they are meeting their own potential, monitored as part of ongoing observation and assessment;
- Pupil progress in literacy and numeracy and other curriculum areas;
- Their performance against level descriptors within the National Curriculum;

- Standardised screening or assessment tools and frameworks.

If it is found that a pupil has ALN an IDP will be written detailing the Additional Learning Provision (ALP) to be put in place for the pupil.

In IDP must contain:

1. Basic biographical information
2. The views, feelings, wishes and aspirations of the pupil
3. A record of any meetings held
4. The contact details of all involved with the pupil
5. Any written advice or evidence given about the pupil
6. A description of the pupil's ALN
7. A description of the ALP and who is to provide it
8. Any examination provision required
9. A record of the intended outcomes to result from the provision of the ALP.
10. Timeline of key events in the pupil's life
11. The signatures of authorised individuals to authenticate the document
12. The IDP will be reviewed at least once per year

Key Staff:

Elizabeth D Jones	ALNCo
Helen Knee	Inclusion Officer
Deborah Donovan	KS3 Interventions
Lucie Knee	Learning Coach
Rhia Lewis	Learning Coach

Key Partners:

School's Educational and Child Psychology Service

Behaviour Support Service

The Exchange Counselling Service

Education Inclusion Officer

ALN Careers Advisor

NEETs Team MTCBC

Monitoring and evaluation of policy:

- The policy will be revisited each six months, in the first instance, as the Code is iterative
- The governing body will monitor outcomes of pupils and development of policy in line with the new Code.

E D Jones

ALNCo

Signed:

Date of last review: Autumn 2018

Date of next review: Autumn 2020