

Additional Learning Needs Policy

Review Date	September 2022	Leader of Policy Review	Mrs. H. M. Evans
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Vision Statement

Hawarden High School believes that all students should feel safe, valued, healthy and happy. Barriers to learning should be removed to ensure that all students are supported and challenged enabling them to develop the skills and knowledge needed to enter adult life with independence and confidence.

1. Purpose and Aims:

- To **meet the legal requirements of the new Additional Learning Needs (ALN) system** introduced in Wales, 2021.
- The principles of the new ALN system are **to support a fully inclusive education system** where all students are given the opportunity to succeed at school and have access to an education that meets their individual needs.
- To promote a **Whole School approach** to meeting students' needs.
- To **inform all teachers** of students with Additional Learning Needs (ALN), which will, enable them to meet those needs, with advice and support from appropriate staff and external agencies.
- To **ensure that all students are given access to a broad, balanced and differentiated curriculum**, in line with the National Curriculum/ Curriculum for Wales.
- To **integrate students with Additional Learning Needs** into all aspects of the school, assisting them to maximise their potential as learners and for them to experience and contribute to social and cultural activities.
- To **ensure that provision for students** is:
 - (i) appropriate to their identified needs and differentiated;
 - (ii) takes into account the views and feelings of the student and parents;
 - (iii) in accordance with the legislation under the new ALN system.
- To **access the support and advice of outside agencies, when necessary**. Advice from outside agencies will be used within the school to inform the teaching and learning of students with ALN.
- To **adopt a graduated response** to Additional Learning Needs recognising that the student's needs are continuing and may change over time.
- To **ensure that all staff in school have responsibility** for students with ALN, are fully engaged in the identification of ALN and adapt their teaching according to the individual need of the student.
- To **develop student's literacy and numeracy** skills.
- To support students with cognitive and learning difficulties, behavioural, social, emotional and mental health difficulties, communication and interaction difficulties and physical, sensory or medical difficulties.
- To ensure that all student's with additional learning needs benefit from Quality First Teaching across the school. All teachers are responsible for ensuring that the individual needs of students are met within the classroom.

This policy is aimed at all staff, teachers and parents who have responsibility for a student with ALN linked to our School.

Additional Learning Needs Policy

2. Roles and Responsibilities of ALN in the School

- **ALN Link Governor** - A Governor is designated to have responsibility for the oversight of all ALN matters. The designated Governor is **Parent Governor, Mr Ian Biggs**.
- **Assistant Head Teacher and ALN Lead** – Strategic responsibility for ALN across the whole School lies with Mr P Connolly. Mr Connolly is the line manager for the ALNCO and maintains an overview and coordinates the Additional Learning Needs provision.
- **Additional Learning Needs Coordinator (ALNCO)** - The designated ALNCO is Mrs H Evans. Mrs Evans should be the first point of contact regarding the provision of additional learning needs for students at the school. Mrs Evans coordinates the day-to-day support for students with ALN and develops longer term strategies as appropriate, thus ensuring the correct support is available to students. Mrs Evans is responsible for the development and maintenance of the Additional Learning Needs register. This register is shared with staff to ensure that they understand the need of the pupils in their care. Mrs Evans is responsible for ensuring that all IDP's and Annual Reviews (which continue to run parallel to the new system until 2024) are maintained. As part of the school's professional development programme Mrs Evans delivers regular training to school staff so they are able to develop their expertise of additional learning needs. She co-ordinates professional development opportunities for staff delivered by external agencies. Mrs Evans is responsible for the additional learning provision within this school, this includes the co-ordination, monitoring and the evaluation of impact of interventions. Mrs Evans liaises with parents and external agencies. The ALNCO reports directly to the ALN Lead to ensure that there is a clear line of communication to the school's senior leadership team.
- **Higher Level Teaching Assistant (HLTA)** - Mrs D Tanton is responsible for the oversight, coordination and deployment of a team of Teaching Assistants. This team are designated to support named students as part of the ALN Code. Mrs Tanton leads the intervention and support programmes within the ALN department, working with identified students to develop their literacy and numeracy skills.
- **Additional Learning Needs Coach** – Mrs O'Byrne delivers one-to-one sessions with specific students to encourage positive behaviour and practices in classes and beyond. The student's perspective is at the centre of this approach. Targets are agreed and strategies developed to enable students to become independent learners.
- **Teacher in Charge of the Dyslexia Resource Provision** - is responsible for the specialist dyslexia resource provision within the school. Delivers an individualised programme to pupils with dyslexia and tracks and monitors the progression of students within the Dyslexia Resource. Responsible for creating and maintaining the IDP's for students attending the resource. Provides guidance, support and advice for all staff working with students with dyslexia/ dyslexic type tendencies. Responsible for the assessment of students in preparation for examination access arrangements.
- **Teaching Assistants** - The role of Teaching Assistants is to support students with ALN and other vulnerable students within the classroom and in the wider context of the school. Deployment is arranged on a basis of need having regard to the resources available and the students' individual

Additional Learning Needs Policy

needs. A Statement of Special Educational Needs, under the old SEN system and an Individual Development Plan, under the new ALN system, will also dictate where support is required

- Within each faculty a member of staff is designated as the ALN department link person. This person will liaise with the ALN department to provide support and information in their subject area, and feed back to colleagues as appropriate.
- **The Flintshire County Officer** who supports ALN provision is Mrs Angelina Byrne.
- **Teachers** – All teachers at Hawarden High School are responsible for students with ALN. They should be aware of all the students within their classes that have additional learning needs and provide appropriate support. Support should include providing differentiated resources, using the recommended Quality First Teaching strategies to inform teaching and learning and tracking and monitoring the progression of the students they teach with ALN. Teachers are responsible for liaising with and effectively deploying the Teaching Assistants provided to support in class. It is the responsibility of class teachers to report any ALN concerns to the ALNCO.

3. The old SEN system will run parallel to the new ALN system until September 2024

- a. Those students who are **already identified as 'School Action' or 'School Action Plus', will gradually be transferred onto the new system from 1 January 2022 up until 2024.**
- b. Students with Statements of SEN will gradually move to the new system over the 3 years to September 2024.
- c. Until a student converts to the new system, the existing SEN Code of Practice for Wales 2002, remains in place.

4. Definitions under the new ALN System 2021

4.1 Additional Learning Needs

4.1.1 A person has additional learning needs if he or she has a learning difficulty or disability **which calls for additional learning provision.**

4.1.2 A *child of compulsory school age or person over that age* **has a learning difficulty or disability** if they: -

(a) have 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** which prevents or hinders him or her from making use of facilities for education of a kind generally provided for others of the same age in mainstream maintained schools.

4.2 Additional Learning Provision (ALP)

Additional Learning Needs Policy

For the purposes of our school, Additional Learning Provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in the School.

5. The ALN Consideration Process 2021

5.1 Under the ALN Code 2021, the procedure below will be followed when a student is newly thought or newly identified as having ALN:

5.2 **Day 1** – Teacher identifies a student as potentially having ALN or a request for ALN consideration is received by the school from a pupil/ parent/ carer. This information is passed on to the ALNCo.

5.3 **Days 2-3** - The ALNCO will acknowledge receipt of the referral in writing to the parent(s)/ carer(s) and begin to gather information from the subject teachers and pastoral support in order for the ALN Panel to make an informed decision as to whether the student requires ALN.

5.4 **Days 3-7** - The ALN panel is required at the beginning of the process to firstly decide whether ALN consideration is required for a student. **The panel deem that no ALN consideration is required** for the student because either:

- the young person does not provide their consent by day 7,
- there is an IDP already in place,
- the needs of the student have not changed,
- the Local Authority is responsible for the student,
- there is another Local Authority Plan in place.

5.5 **Day 8 – if no ALN consideration is required** a letter will be sent to the parents/carers by the ALN Panel confirming the decision.

5.6 **Days 9-11 - Where the panel decide ALN Consideration IS required**, the process will continue.

5.7 **Days 9-21** – The ALN panel will carry out assessments of the student and collate all available evidence to make a decision. A decision must be made even if the panel are awaiting evidence/information from an outside agency.

5.8 **Days 12 – 16** – As part of the decision- making process, the ALNCO will hold a person centred review with the student which will take into account their views, wishes and feelings. In addition, their parents/carers will be able to participate as fully as possible in the decisions being made and provided with the information and support necessary. **(ALN Code, Chapter 22)**

5.9 **Days 17-21**- The ALN panel must answer the two questions, as set out in Paragraph 4 above and will notify the parents/carers of that decision.

Additional Learning Needs Policy

5.10 **Days 23 -35 – Preparing the Individual Development Plan** - The ALNCO will prepare a draft IDP which will be sent to the parents/student for their comment and feedback. The IDP will contain the description and plan of the of the additional learning provision. The Final IDP will be prepared and a copy sent to the parents by day 35, unless there are exceptional circumstances preventing the school from doing so.

6. School Appeal Procedure

The School aims to resolve any concerns with parents/carers or young people at the earliest opportunity. (Code 29.14.). In the first instance, we encourage any concerns or disagreements regarding the ALN panel's decision to be appealed directly to the school. The School offers a two-stage appeals procedure: Informal and Formal.

6.1 First Stage

6.1.1 Should a parent, carer or young person wish to informally discuss the ALN panel's decision, they should make direct contact with the ALNCO. This can be in a letter, e-mail to helen.evans@hawardenhigh.flintshire.sch.uk or by telephone on 01244 526400 to the ALNCO. The ALNCO will arrange a meeting to discuss the concerns and work with the parent/carers to aim to reach an agreement.

6.2. Second Stage

6.2.1 If the parent's/student's disagreement has not been resolved at the informal stage, the parent/carers may set out their concerns to the ALN Lead, Mr P. Connolly, in writing to the school address or by email at p.connolly@hawardenhigh.flintshire.sch.uk.

6.2.2 The ALN Lead will write to the parent, within 5 working days of receiving the appeal, where reasonably practicable, acknowledging receipt of the appeal. The parent and student will be invited to a meeting to discuss the appeal which will be held within 10 working days of the invitation to the meeting, or as soon as reasonably possible. Should the initial date suggested for the meeting not be possible, then a new mutually convenient date will be arranged.

6.2.3 At the meeting, the ALN Lead will listen fully to the parent's/ carer's and student's grounds of appeal and ask questions, where appropriate. The ALNCO will also be present to give evidence regarding the ALN Panel's decision. Minutes will be taken of the meeting.

6.2.4 Following the meeting, the ALN Lead will consider the contents of the meeting and the evidence available to them and carry out further investigations where required. The ALN Lead will write to the parent within 10 working days of the meeting or, as soon as reasonably practicable, explaining their decision.

7. Appeal to Flintshire Local Authority

Additional Learning Needs Policy

7.1 Should a parent or student not be satisfied with the outcome of the formal appeal with the school or they wish to by-pass the school's appeal procedure, they can make an appeal to Flintshire Local Authority for Disagreement Resolution.

8. Appeal to the Education Tribunal for Wales

8.1 If a parent is not satisfied with the outcome of Flintshire Local Authority's decision, they may appeal to the Education Tribunal for Wales.

8.2 There are strict time limits as to when an appeal to the Tribunal can be made. We recommend that Snap Cymru is contacted for further information and support regarding the Tribunal appeal procedure. [Home - SNAP Cymru](#)

8.3 Should a parent wish to seek further information and/or support regarding the ALN consideration appeal process as a whole, they should refer to SNAP Cymru [for further information on](#) 0808 801 0608 www.snapcymru.org

9. What support does the School offer to students who are not identified as requiring an IDP but who still require support?

9.1 All students will continue to receive support under Universal Provision (See [Appendix 1: School Offer](#)) and quality first teaching strategies. The ALNCO ensures that support and guidance is given to all staff for specific needs (e.g. [Quality First Teaching Strategies for Dyslexia, ASD, ADHD – See Appendix 2](#)). These are shared with staff via our Shining Light document. Universal Provision will be monitored through the school's quality assurance process. Students' progress is closely monitored at this stage by subject teachers.

10. Dyslexia Friendly

10.1 The school is dyslexia friendly. All staff receive information to enable them to identify students with dyslexic tendencies, together with an awareness of dyslexia friendly strategies which will be employed in the classroom. Staff awareness in relation to a student's specific learning difficulties and the strategies designed to support them remain an important element in the professional development program of all staff. Regular training and support for ALN is given to staff on training days.

10.2 The school has a designated Dyslexia Resource; up to fifteen students can attend the resource provision (3 per year group). Students must have either a statement of SEN or be on a County IDP to access the resource. Admission is decided by Flintshire Local Authority and students are disapplied from languages to attend this provision. This equates to four hours per week. This resource is overseen by the School's Specialist Dyslexic Teacher, Mrs A Keeling. Please see the school's separate Dyslexia Policy for more detail.

Additional Learning Needs Policy

11. Identification Process

Staff are responsible for referring any ALN concerns to the ALNCO via our school's referral system. When concerns are raised by staff initial ALN investigations will commence. Assessment data on the student will be collated, including CAT's assessment, Midyis assessment, Star Reading assessment, Star Maths assessment and recent progress check/report. Feedback from teaching staff will also be collated as part of this process. Once all information has been collated, the ALN panel will decide whether a student's needs can be met under Universal Provision or whether a School Based IDP is required. A one-page profile (example shown in Appendix 3) will be developed for all students, highlighting the support that is required for that student. Some students may be placed onto our intervention programmes. Please see the identification process for each of the four areas of need (Appendix 4)

12. Intervention

12.1 Literacy

Students are identified for additional literacy support through a termly reading assessment (Accelerated Star Reading Test). At Hawarden High School we offer three tiers of support: Catch Up, Jumpstart and Pathfinders. Students that attend Catch Up and Jumpstart are taught by our specialist literacy teachers - D. Tanton, P. Michael and J. Green. They are taught in small groups for at least one hour per week. This provision is available for all students, not just those identified with ALN.

12.2 Numeracy

Students are identified for additional numeracy support through a termly numeracy assessment (Accelerated Star Maths Test). At Hawarden High School we offer three tiers of support. Students that attend numeracy intervention are taught by our specialist numeracy teachers - D. Tanton and K. Ball. They are taught in small groups for at least one hour per week. This provision is available for all students not just those identified with ALN.

12.3 Nurture

Students may be identified as needing some additional nurture intervention due to difficulties with social interaction and communication. Students needing this support are identified by the pastoral team. Students attend nurture sessions for one hour per week to develop specific skills e.g. confidence, working with others, communication skills etc.

13. Tracking and Monitoring

Students' progress is regularly tracked and monitored. Students on our intervention programmes are assessed termly and if exit criteria is met, they may move up, down or exit the intervention programme. Students with Statements or School/County IDP's are regularly tracked and monitored. IDP/IEP targets, academic progression, behaviour and attendance are all tracked on a termly basis.

14. Quality Assurance

Additional Learning Needs Policy

To ensure that the needs of students with ALN are being met within mainstream classes, we conduct ALN specific book trawls, learning walks, lesson observations, and student voice activities on a regular basis.

15. Transition

Hawarden High School works closely with our feeder primary schools to ensure that students with ALN have a smooth transition into secondary school. Mrs Evans will meet with the ALNCO's from the feeder school to discuss all pupils with ALN, and this information will then be given to relevant teaching staff via our Shining Lights document. As part of the KS2 to KS3 transition we offer pupils with ALN and vulnerable students the opportunity to attend our enhanced transition programme. Mrs Evans will endeavour to attend as many Year 6 reviews as possible. Mrs Evans invites Post 16 providers and Careers Wales to Year 11/13 reviews to ensure that students with ALN are fully informed of Post 16/18 options and to ensure that Post 16/18 establishments are fully aware of the students' needs.

16. Access Arrangements

Students with ALN are awarded access arrangements for their examination **if** they meet the criteria set out by the JCQ (https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf). Please see our separate access arrangements policy for further information.

17. Staffing Policies and Partnership with Bodies Beyond the School

Throughout the new ALN process, the School will work closely with:

- Students
- Families
- Partner Primary schools
- SNAP Cymru
- Educational Psychology Service
- Inclusion Welfare Officer
- Behaviour Support Service
- Sensory Support Service
- Speech and Language Service
- Occupational Therapy Service
- Physiotherapy Service
- CAMHS
- Neurodevelopment Service
- Personnel in Flintshire designed to deal with ALN issues

The School will work closely with Health and Social Services, Careers Wales, the 14-19 Network and post 16 education establishments.

18. Estyn Framework – ALN

1. Learning

Additional Learning Needs Policy

When evaluating the progress of specific groups of pupils, inspectors should consider:

- whether specific groups of pupils are making as much progress as they could in relation to their starting points
- how much progress pupils with additional learning needs (ALN) make in relation to their individual targets and starting points, taking into account their individual needs
- the progress of pupils with relatively weak skills who do not receive support for additional learning needs

In schools that educate pupils with additional learning needs, inspectors should evaluate:

- the extent to which pupils make progress in line with their abilities and stage of development
- the extent to which pupils develop the skills they need to prepare them for future life
- how effectively pupils develop their social skills, including their ability to relate to other pupils, staff and visitors to the school

Where appropriate, inspectors should consider the differences between the progress of pupils with different types of additional learning needs, for example autistic learners and those with profound and multiple learning difficulties.

2.1 Well-being

Inspectors should consider the extent to which all pupils, including those from different groups such as those with additional learning needs and those eligible for free school meals, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, peer mentors or digital ambassadors.

3.1 The breadth, balance and appropriateness of the school's curriculum

When evaluating the provider's curriculum and the quality of learning experiences, inspectors should consider how well:

- the school or PRU meets the needs of all pupils and how well teachers and other practitioners take full account of individual pupils' learning needs in the planning of the curriculum to support them to make progress, including through the delivery of individual lessons and sequences of lessons
- the school or PRU's curriculum provides for specific groups of pupils (for example, in Welsh-medium schools or Welsh-medium streams, this might include immersion provision for pupils with little prior knowledge of the Welsh language; in schools with pupils receiving part of their education off-site or on-site in nurture groups or inclusion provision, inspectors should evaluate how well this curriculum meets these pupils' needs)

3.2 Teaching and assessment

- how effectively teachers make their classes stimulating and engaging places in which all groups of pupils, including pupils eligible for free school meals and the most and least able, can learn productively
- assess the progress and development of individuals and specific groups, including pupils eligible for free school meals and those pupils at risk of underachievement or those who are more able

4.1 Personal development (including spiritual, moral, social and cultural development and the provision of learning support)

When evaluating the provision of learning support, inspectors should consider how well the school or PRU:

Additional Learning Needs Policy

- makes provision for pupils with additional learning needs
- tracks the progress of these pupils in relation to the targets in their individual plans, and their progress from their individual starting points
- provides assurance that all pupils educated off-site or on-site receive appropriate support
- uses partnerships with other schools or agencies to provide effective support for learners with additional learning needs or who may need extra support, for instance pupils eligible for free school meals through youth work support or mentoring
- helps pupils, including those from different groups, such as those eligible for free school meals, to take on responsibilities and to contribute to the school and wider community

19. Links with other Policies

- Disability Inclusion Policy
- Dyslexic Resource Policy
- Healthcare Needs Policy
- Strategic Equality Policy
- Transition Policy

In preparing this Policy, the School has complied with the following enactments:

Additional Learning Needs Code for Wales 2021 (the ALN Code)

Additional Learning Needs and Education Tribunal (Wales) Act 2018

Education Tribunal for Wales Regulations 2021

THE SEN Code of Practice for Wales

Responsible for initiating review: ALNCo

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