

# ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

## *School Mission Statement*

***“Learning and Growing Together in Christ”***

***“A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness”.***

ST JOHN LLOYD  
CATHOLIC SCHOOL



## **ADDITIONAL LEARNING NEEDS POLICY**

Approved:  
Reviewed: MARCH 2023

## **The School’s Principles and Objectives for pupils with Additional Learning Needs (ALN)**

The general school aims will apply to all pupils including those with Additional Learning Needs whether they are gifted, statemented or not.

Our principal aims and values are summarised within our Mission Statement.

“Learning and Growing Together in Christ”

As a Catholic School we aim to be:

**“A Christian community, which recognises the dignity and the value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness.”**

This means that we aim:

- To embrace the gospel values of Jesus Christ in our everyday life and work, where all can experience and grow in faith, hope, love, justice, reconciliation and service
- To value each individual with their gifts, uniquely made in God’s image.
- To challenge and support each individual to fulfil their potential as whole human persons, contributing to their spiritual, academic, physical and emotional development.
- To develop a learning community through delivering a broad, balanced and relevant curriculum, which will prepare for the opportunities and experiences of an adult life of service to others.
- To enrich the curriculum by offering opportunities in a wide range of learning experiences and by developing and strengthening links with the wider community.

The school’s objectives for pupils with Additional Learning Needs supplement the general aims as follows:

- That the learner is at the center of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centered Approach).
- A positive constructive attitude towards ALN will be promoted and the school will establish strong working practices in the following ways;
- Good communication between primary and secondary school so transition for pupils will be as smooth and trouble free as possible.
- Early identification and assessment of ALN pupils on entering Year 7 so appropriate intervention can improve prospects and reduce the need for later intervention which will be crucial in achieving literacy and numeracy targets.

- Targets will be set and programmes of work will be built on strengths as well as addressing pupils' needs. Work will reflect the needs of the individual pupil with scope for improving achievements, with higher expectations for standards children can achieve.
- Good curriculum planning, organisation and implementation will allow pupils to follow the school curriculum, including the National Curriculum as appropriate. This will also include targets for the improvement of behaviour and the development of personal and social skills when appropriate.
- Building blocks for children with ALN will be literacy (speaking and listening reading and writing) and numeracy.
- Good parental links will be forged so that parents and pupils will have confidence in the school and be involved in decisions about their children.
- Regular monitoring and evaluation of pupils' needs will be essential in raising standards and for reviewing progress so that the quality of teaching and learning can be improved.
- Needs are identified early, addressed quickly and all learners are supported to reach their potential.
- Our professionals are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.

### **ALN Specialism**

The ALN specialism within the school is provided by the ALN department. The department is led by the Head of Department (Additional Learning Needs Co-ordinator) who represents the department at middle management. The ALNCO is supported by a Interventions Teacher and Teaching Assistants.

### **School Based Decision Making Process**

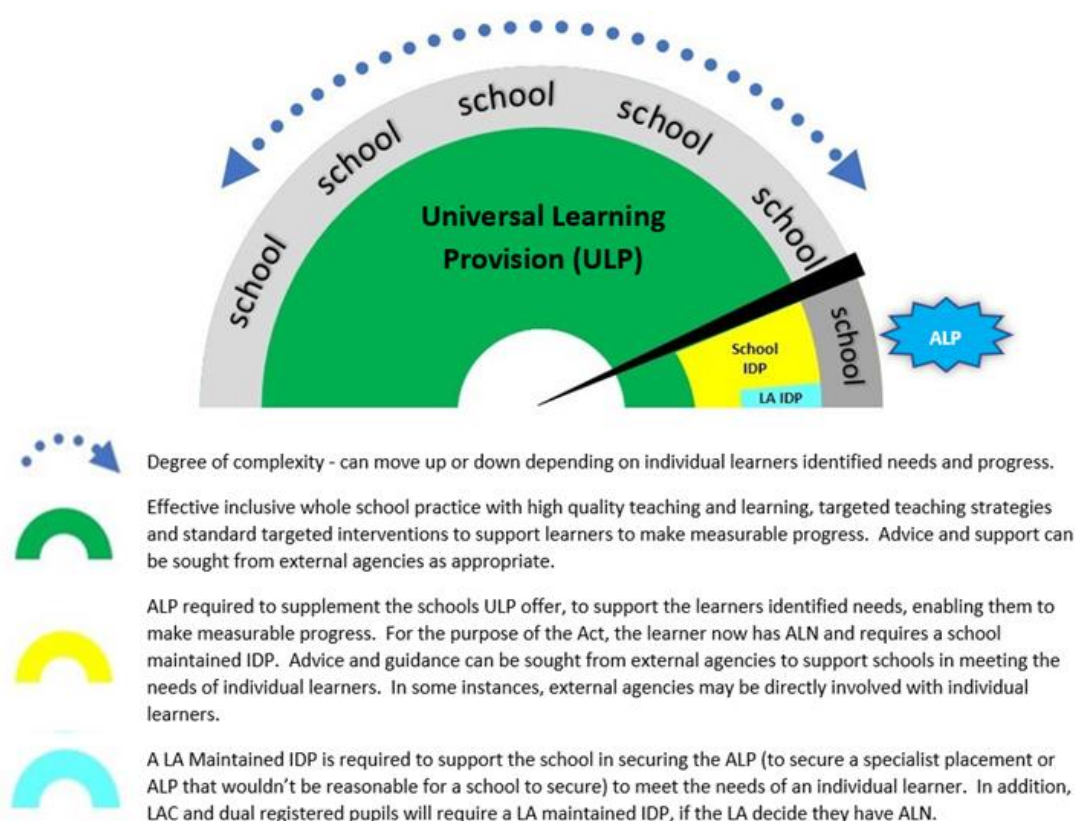
Where progress is not adequate, good teaching and learning, including differentiation, and routine standard targeted interventions or reasonable adjustments may not be sufficient to meet the needs of all learners. Such learners may well be identified as having additional learning needs (ALN) and it will be necessary for the school to take some additional or different action to secure progress. Under the new ALN system, for any learner identified as having an ALN, the school will need to create and maintain an Individual Development Plan (IDP) and take all reasonable steps to ensure that the necessary additional learning provision (ALP) to meet the assessed need, is secured.

This element of the policy will be clearly defined in terms of operational policy adopted by St. John Lloyd Catholic Comprehensive School and with due regard the ALNET policy.

It will be the role of the ALNCO to co-ordinate this aspect of the policy working alongside the Senior Leadership Team and governing body.

Pupils who are thought to have Additional Learning Needs are identified and assessed as early and thoroughly as possible.

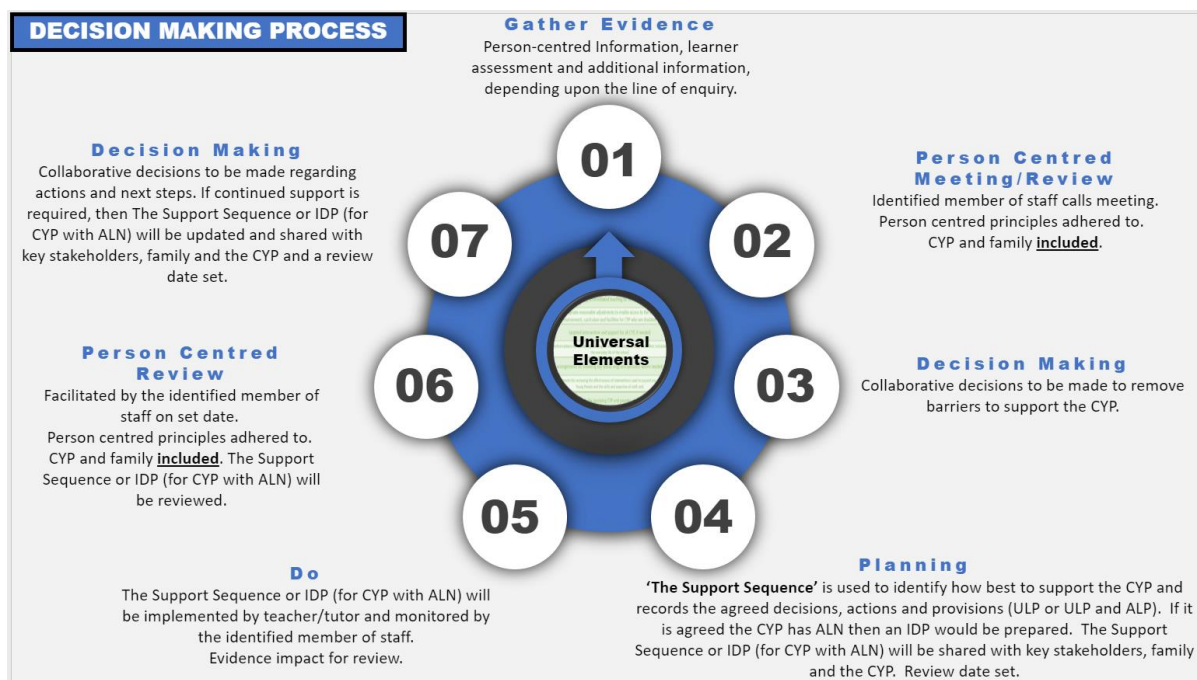
Our Equal Opportunities Policy means that all pupils are entitled to participate fully in the whole school curriculum. The school aims to provide a broad and balanced curriculum to meet the needs of all pupils. On entering the school, pupils are initially placed in mixed ability pastoral/teaching groups. Setting in various subjects is introduced later in Year 7 according to pupil need.



## 7 Stage Decision Making Process Model

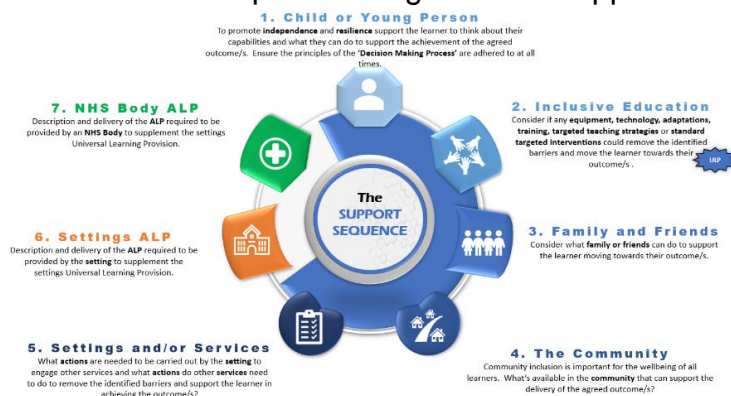
The Act requires that local authorities and governing bodies must have regard to the views, wishes and feelings of the child or young person and their parents and stresses the importance of them participating as fully as possible in decisions and to provide them with the information and support necessary to participate in those decisions. The Welsh Government states that “person centred practice” is to be integral to the ALN system and has published guidance on person centred practice for early years,

schools and colleges in Wales. To ensure that “person-centred practice” is integral to the ALN system and the process of making key decisions regarding provisions to meet a pupils needs, the following model is used:



## The Support Sequence

The decision-making process model above outlines the route which must be adhered to when making decisions about both a learner’s needs and provisions. The decision making process ensures that both the learner and their parents are involved in all of these decisions. However, when making decisions regarding how best to meet the needs of a learner, during stage 3 or 7 of the Decision Making Process, you will find it helpful to refer to the **Support Sequence** below. The support sequence is a creative way to think about different ways to support the child or young person in achieving the agreed outcome/s based on their areas of needs and person-centred information. The support sequence will ensure decisions made are based both on evidence and person centred information and improvements/adaptations to inclusive education are always considered in the first instance as part of the graduated support.



## **When might Additional Learning Provision be required?**

Learning difficulties and/or disabilities can be broadly classified into the following four areas:

- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and / or Physical Needs
- Communication and Interaction

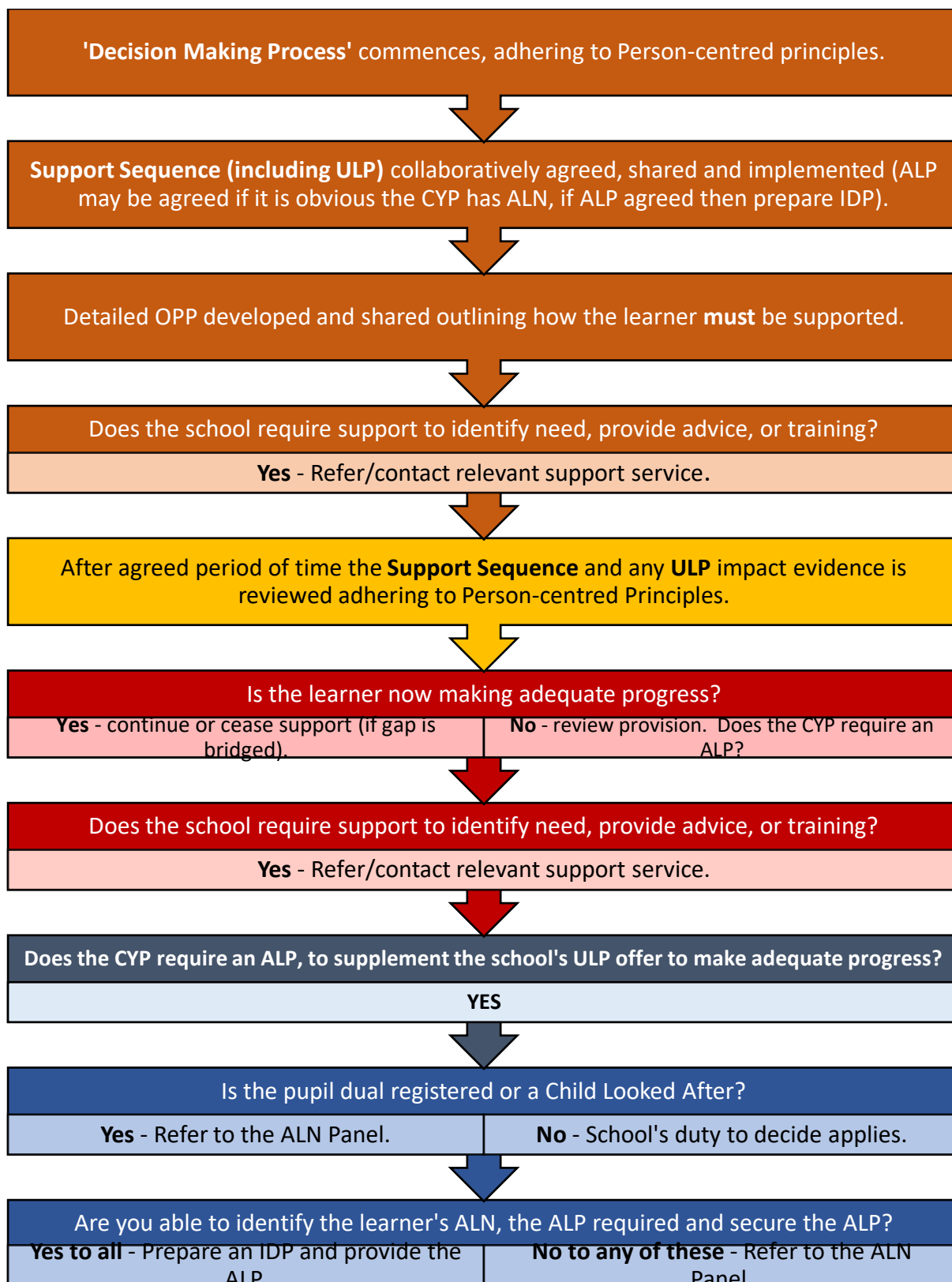
Some learners identified needs will fit clearly into one of these areas, but other learners have a range of needs. Irrespective of the broad area of need, complexity or the type of barrier to learning, the same process should be applied where schools will need to make a judgment in each case about what it is reasonable to expect an individual to achieve.

Where appropriate the school may wish to engage with external agencies to support the process of deciding if a learner has ALN. Then using evidence, gathered over time and from a wide range of sources, it should be possible to identify learners who are making less than expected progress.

Less than expected progress in learning is described in the Code as follows:

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| <ul style="list-style-type: none"><li>• <b>is significantly slower than that of their peers starting from the same baseline,</b></li><li>• <b>fails to match or better the child’s or young person’s previous rate of progress; or,</b></li><li>• <b>fails to close, or widens, the attainment gap between the CYP and their peers, despite the provision of support aimed at closing that gap.</b></li></ul> |
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If either of these three situations continue after a period of Universal Learning Provision then it is likely the learner will require an ALP, which means they now have a significant greater difficulty in learning and therefore have ALN. If any of the three situations occur above, then the following process should be applied:





### Points for consideration when deciding if a child has ALN and requires ALP

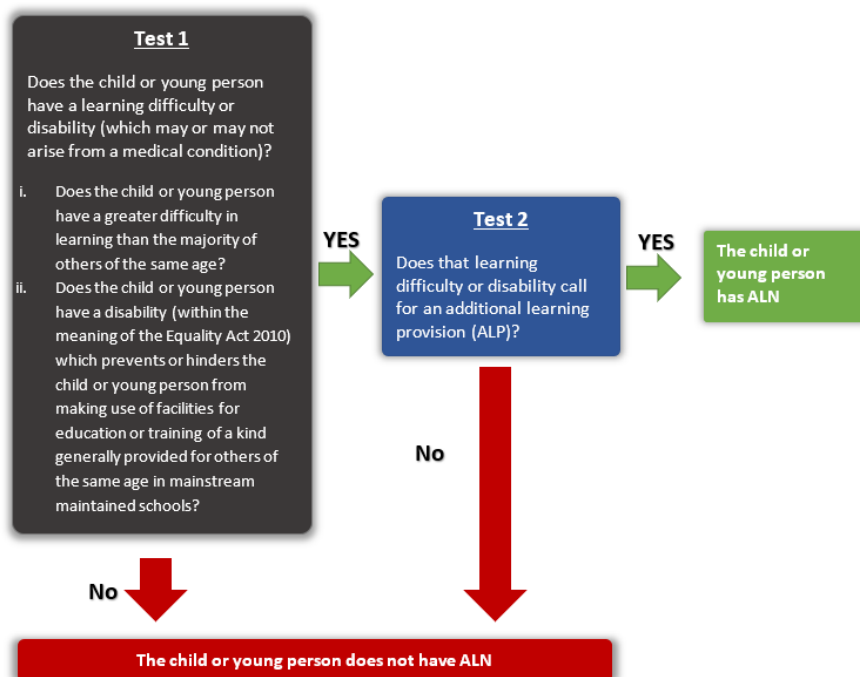
- slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a decision that the pupil has ALN. Equally, it should not be assumed that attainment in line with chronological age means that there is no ALN;
- children and young people will inevitably progress at different rates so the fact that child is apparently underperforming by comparison with others of the same age is not, on its own, proof of ALN. When considering the child's or young person's needs, it might be revealed that the CYP is actually making good progress from a low base. There will always be some pupils who have lower levels of attainment and ability who will progress at a slower but steady rate. They will require support to access a differentiated curriculum to make suitable progress, but that support may not necessarily amount to ALP;
- where progress is not adequate, it will be necessary to take some different action to enable the pupil to learn more effectively. The first response to inadequate progress would often be teaching targeted specifically at pupils' areas of weakness. All education settings are required to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all pupils. This is a fundamental element of high quality – but routine – teaching and learning opportunities.
- those considering the evidence will need to consider whether the evidence points to other underlying needs and not ALN and if so, whether there are other ways to support the CYP's needs and other services which need to be involved in the CYP's life such as an educational psychologist, education welfare services, social services or health bodies;
- other factors contribute to poor academic performance or inadequate progress, such as external factors and circumstances e.g. poor attendance, frequent moves, changes to teaching staffing, or wider social and family challenges.

Where progress continues to be less than expected and the application of differentiated teaching, targeted teaching strategies or standard targeted interventions (Universal Learning Provision) have failed to address attainment gap between the child or young person and their peers, this would usually indicate to the school or local authority that the child or young person may have ALN as they would require an Additional Learning Provision (**ALP**).

*ALP is educational or training provision that is additional to, or different from, that made generally for others of the same age and enhances the Universal Learning Provision offer. ALP will encompass additional provision for children and young people who are not making adequate progress, notwithstanding the settings Universal Learning Provision offer. ALP is bespoke to the individual needs and delivered for an extended period and intensity, to support the child/young person to achieve their SMART outcome/s.*

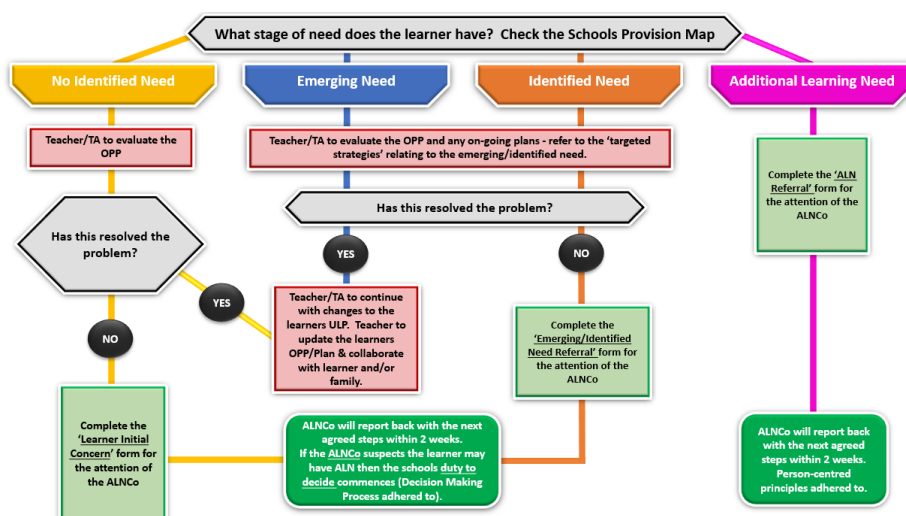


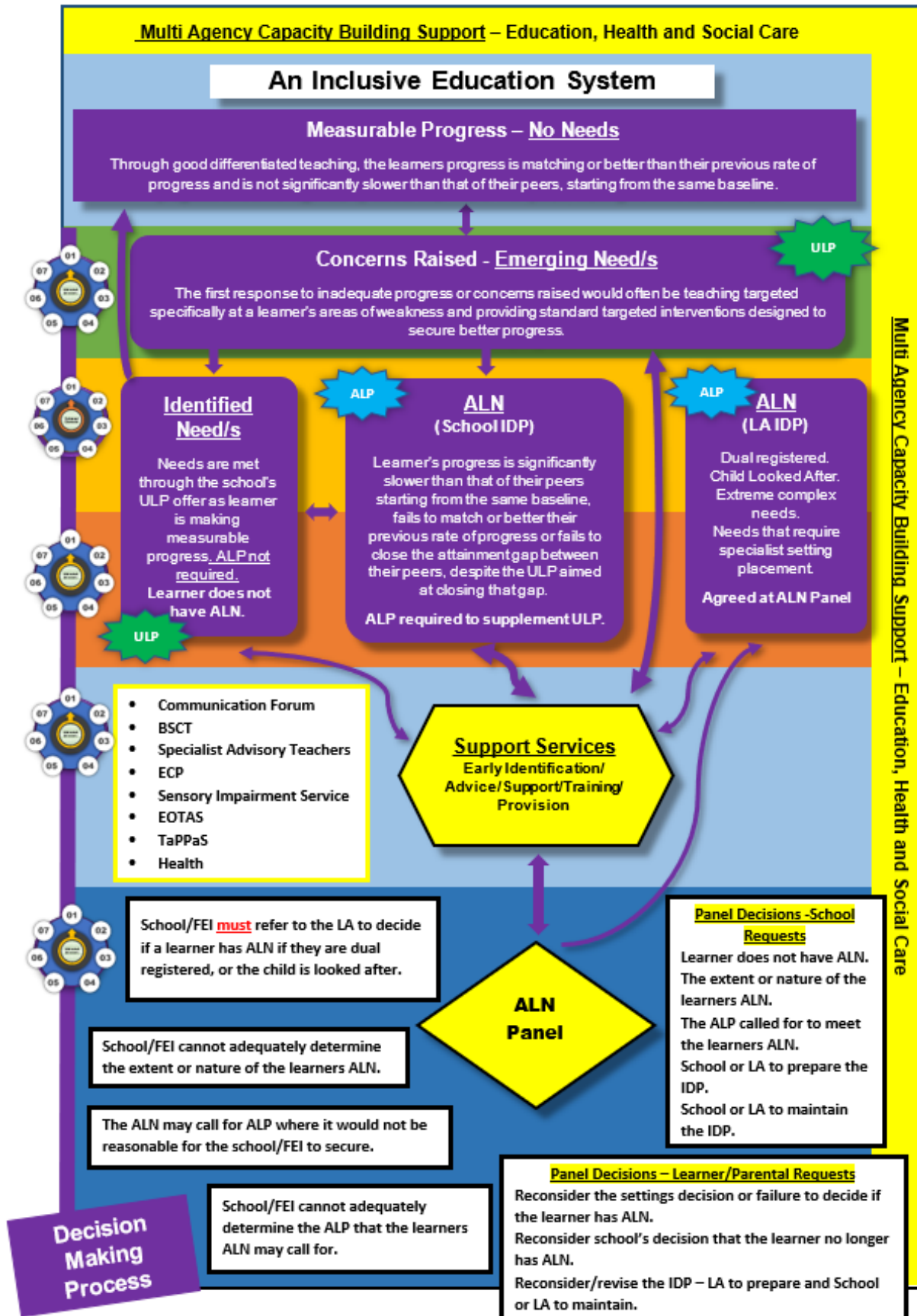
If the child or young person of compulsory school age has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act. As part of the 7 Stage Decision Making Process to establish whether a child or young person of compulsory school age or young person has ALN, the following tests must be applied.



Identifying whether a pupil may require an ALP and therefore has Additional Learning Needs, has to be based on evidence and agreed as part of the 7 Stage Decision Making Process.

There should be clear processes in maintained schools for staff to highlight their concerns and seek further advice and assistance to best meet the needs of all pupils. An example of a school referral system could look like this:





### **Assessment and Monitoring:**

The initial role and responsibility is of all staff towards all ALN children. They will provide information on an individual's experiences, achievements and difficulties. The school operates a stage approach providing written evidence at each stage. Staff are able refer pupils to the ALN Department at anytime and this can be done via Classcharts, Edukey, Email and ELT meeting.

Assessment and Monitoring includes:

- Continuous assessment
- Self assessment
- Reading/spelling/maths tests
- Curriculum tests
- Pupil tracking
- Pastoral/Social
- Information from Partner Agencies
- Statement / IDP review

### **Annual Reviews**

Subject teachers are requested to send their reports electronically to the ALN Department by set dates. ALN staff gather the information and collate it into the format of 'Educational Advice'. Specialist advice is then added. Parental opinion is sought via a standard letter. Partner agencies are also requested to send any relevant information by specific dates. The ALNCO notifies the pupil's parents and all those involved with the child, of the review date and time and invite them to attend.

### **ALN Training**

Professional development for teachers and Support Staff is needed if staff are to have the skills, knowledge and understanding to make a reality of raising standards for all children with ALN. In-Service training is directly related to the School Development Plan. ALN training involves:

- Whole School INSET – delivered by ALNCO/LEA staff/Partner agencies
- Department INSET – delivered by ALNCO/Nominated Specialists
- External Professional Development e.g. specialist courses –such as ELKLAN, Fresh Start and Positive Play.

## **Referral for Statutory Assessment (this will remain until 2024)**

For a very few pupils, the help given through School Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for schools, in consultation with parents and any external agencies involved, to consider asking the LEA to initiate a Statutory Assessment.

The ALNCO considers referring a pupil for Statutory Assessment, when there is written evidence of or information about:

- The school's action through School Action and School Action Plus.
- Individual Education Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health.
- National Curriculum Levels
- Attainments in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist or Educational Psychologist.
- Views of parents and pupil.
- Involvement of other professionals

Since April 2014 the resources of a SEN Statement are the responsibility of the school

## **Universal Learning Provision:**

All staff at St John Lloyd are committed to raising standards of Literacy and numeracy of all its pupils. Pupils are withdrawn from the main curriculum for one or two sessions per week, dependent on the level of support they require. Literacy and Numeracy intervention programmes are the responsibility of the ALN, English and Mathematics Departments.

## **Programmes:**

Universal learning provision includes, good classroom teaching and differentiation, Fresh Start with Read, Write inc, a numeracy programme, a handwriting programme, Chatt, Talkabout as well as a specialist Dyslexia programme.

## **Additional learning provision**

The ALN Support Teacher delivers the Speech and Language Programmes, which are produced by the Speech and Language Service.

Pupils who have a Specific Language Impairment are supported in class by TAs who have an ELKLAN qualification.

TA Support.

**Summary:**

**The School’s Principles and Objectives for ALN**

The school’s general aims will apply to all pupils including those with Additional Learning Needs, the ALN resources will endeavour to provide as far as possible, a calm, friendly learning environment, offering in accordance with the authority’s and school’s policy on equal opportunities for all pupils. The ALN resources attempt to provide an individually tailored programme of work, geared to meet the special needs of each pupil, in order to prepare the child for as full and rewarding a life as possible and to enable each pupil to contribute to society as fully as he or she is able.

The Additional Needs Co-ordinator (ALNCO) is responsible for the co-ordination and day-to-day running of the ALN provision.

The Head Teacher is the member of the Leadership Group with oversight of ALN.

### **The Allocation of Resources to ALN**

Each referred ALN pupil will have an individual profile based on a standard costing formula.

This will reflect the cost of providing a meaningful educational experience to previously agreed targets for accessing the curriculum on an annual review.

### **Identification and Assessment Arrangements and Review Procedures**

This element of the policy is clearly defined in terms of operational policy of the school and in conjunction with guidelines laid down in The Code of Practice for Wales.

Arrangements are made for providing access for pupils to a balanced and broadly based curriculum, including the National Curriculum.

The principles that all pupils should receive a broad, balanced curriculum, relevant to their needs are adhered to by the school. All ALN pupils have the right to the National Curriculum with modification in certain areas according to need. There is a wide range of facilities and differentiation to cater for ALN pupils.

Inclusion and integration of ALN pupils occur according to need. The degree of access may be locational, social or functional and dependent on staffing and support.

### **Arrangements For the Treatment of Complaints**

This will be part of the school's standard operating procedures for the system of complaints.

### **School's arrangements for INSET training**

Supporting pupils with a range of additional educational needs will include everyone across the school.

In-service training will be directly related to the school development plan.

### **Use made of facilities outside the school**

All available support services are involved at the school's discretion. This includes the LEA Support Services such as the Pupil Support Service, the Educational Psychological Service and the Behavioural Support Service. These advise the school on the deployment of support at the level within the referral and statementing procedures. The request for support of these facilities is initiated by the ALNCO or the significant member of staff such as Headteacher Head of Learning.

External services such as Social and Health Services, Educational Welfare Services and voluntary bodies are deployed as required.

### **Partnership with Parents**

This occurs on many levels. The ALN department works in association with Whole School Policy and in accordance with the Code of Practice for Wales. The ALN department forges early links with parents regarding the arrangements that the school makes in meeting pupils’ needs and agreed targets.

### **Transitional Arrangements**

The ALN department has links with partner primary schools, special schools, Colleges and the Careers Service. These links are maintained for both receiving and transferring pupils. Procedures for transitions are in accordance with the Code of Practice for Wales guidelines.

### **Intervention**

The staff at St John Lloyd is committed to raising the standards of literacy and numeracy of all its pupils. The school has study room where pupils are withdrawn to receive specialist support.

**This policy provides us with a means of evaluating the effectiveness of the delivery of ALN provision within our school.**