

ACT Schools – ALN Policy

Commitment

Inclusive practice is at the heart of effective education and underpins the legislation for Additional Learning Needs (ALN) in Wales. ACT Schools will ensure an inclusive and person-centred approach to learning and recognises the diversity of pupils. This approach to practice will enable all pupils to access the curriculum, participate fully in learning activities and demonstrate their knowledge and strengths during assessment. The School values the diversity of the learning community as a resource that enhances the learning experience for all.

Purpose

The purpose of this policy and procedure is to outline ACT School's approach, objectives and plans (within the context of current legislative changes) in meeting the needs of children and young people with additional learning needs. This policy complies with the statutory requirements laid out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Additional Learning Needs Code for Wales 2021 and existing legislative framework for special educational needs in Wales during the phased ALN implementation period (2021-2024). The system for ALN places the needs, wishes and views of the pupil at the centre of the school's approach, to reduce barriers, enable learning and support all pupils to reach their full potential. ACT Schools applies a graduated response to meeting pupil needs using the waves provision model as the framework for inclusive practice, teaching, learning and assessment. The school endeavours to meet the needs of most pupils through its universal learning provision offer (ULP). Additional Learning Provision (ALP) is available as part of the school's graduated response for pupils that require more targeted support.

The graduated response includes literacy/numeracy interventions for pupils who are not making expected progress as well as highly personalised interventions, specialist support and a multi-agency approach to meeting pupil needs. For the purpose of this policy the Act (ALN and Education Tribunal Wales 2018) provides the following definitions of ALN and ALP:

1. A person has additional learning needs if he or she has 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 he or she –
 - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her 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.

As an independent special school, ACT Schools will have due regard to the ALN legislation and ensure a consistent approach to meeting the needs of all pupils. All ALN pupils who attend ACT Schools will have an Individual Development Plan in addition to a Pupil Passport, Individual Learning Plan and individual Support Plans. All pupils that attend ACT Schools will have an IDP in place and will be referred via the Educated Other Than At School (EOTAS) panel. All pupils who attend will have behavioural, emotional and social difficulties as a primary need and the universal provision is designed to reflect this need. However, pupils who have more significant needs and/or co-occurring conditions also have access to additional learning provision to meet their individual learning needs. Reviews of pupils IDP's will be phased by priority year group over the next academic year, as well as their review dates and those who have been requested by the Local Authority Inclusion Teacher.

If a pupil does not have an IDP in place, ACT Schools will be established a Person-Centred Planning (PCP) meeting to create an IDP through a Notification of ALN.

Scope

Information detailed within this policy applies to all staff at ACT Schools, directly and/or indirectly involved with the

teaching, learning, and support for pupils. This includes Senior Managers, Board of Directors, paid staff, sessional staff, volunteers and students.

Responsibilities

Overall responsibility for this policy lies with the ALNCo and Headteacher. ACT Schools adopts a whole school approach to meeting the needs of pupils. All staff are responsible for meeting the needs of ALN pupils through high quality differentiated teaching and support. Staff are responsible for supporting the identification of pupils who may require ALP/specialist support and referring to the ALNCo for support.

The ALNCo with the support of the Inclusion team will:

- Manage the day-to-day operation of the School's ALN policy.
- Manage the resource and offer of additional learning provision.
- Develop, maintain and review Individual Development plans (IDPs).
- Act as a source of expertise on ALN and provide advice to teaching staff on inclusive practice and support strategies.
- Maintain the School's ALN register.
- Track and monitor the progress of ALN pupils and the effectiveness of ALP.
- Ensure reasonable adjustments and access arrangements for exams and assessments.
- Professional support to staff to ensure early identification, assessment and planning to meet the ALN needs of pupils.
- Work strategically with the Headteacher and Schools Advisory Board to ensure that the school meets its responsibilities under the Act, Code and Equality Act 2010.
- Manage the transition between legislative frameworks and ensure pupils with statements of educational needs, school action and school + are fully supported and transitioned to the new system.
- Effective communication with parents/guardians of ALN pupils.
- Support the transition of pupils with ALN to other school settings, FE and training.
- Liaise with other agencies to ensure cohesive collaborative support for ALN pupils.

Communication and Storage

This policy will be communicated via Calon and will be stored on Calon under School Policies & Procedures. The ALNCo will also provide training to all practitioners on the procedures laid out in this policy.

Process and procedures

Identification, assessments and planning for Additional Learning Needs

Pupil Passports

All pupils will have Pupil Passports in place at ACT Schools. Pupil Passports provide a summary of what's important to the pupil, how they would like to be supported and their likes and dislikes. Pupil Passports are completed by the Outreach staff when meeting a new pupil prior to them beginning at ACT Schools. New Pupil Passports will be completed with existing pupils at the start of the academic year by support staff.

Individual Learning Plan (ILP)

All pupils have an ILP in place with personalised targets to support their progress in school using Provision Maps. Targets for personal development, communication and cross curricular literacy are monitored and documented fortnightly by the designated support staff for the class and reviewed through Provision Maps. ILPs will also include assessment information and provisions in place to support the pupils.

Individual Development Plan (IDP)

As highlighted and outlined in ACT Schools ULP, all pupils will have an IDP place. As ACT Schools is a specialist-maintained provision, it is the Local Authority's responsibility to maintain and review the IDP. ACT Schools will host and chair the Person-Centred Planning (PCP) meetings for the local authority to attend, create and maintain the IDP's for pupils. Sufficient mechanisms are in place to gather information about the pupils.

Assessments (Testwise - Lucid Exact, Termly Assessments and WEST Tests)

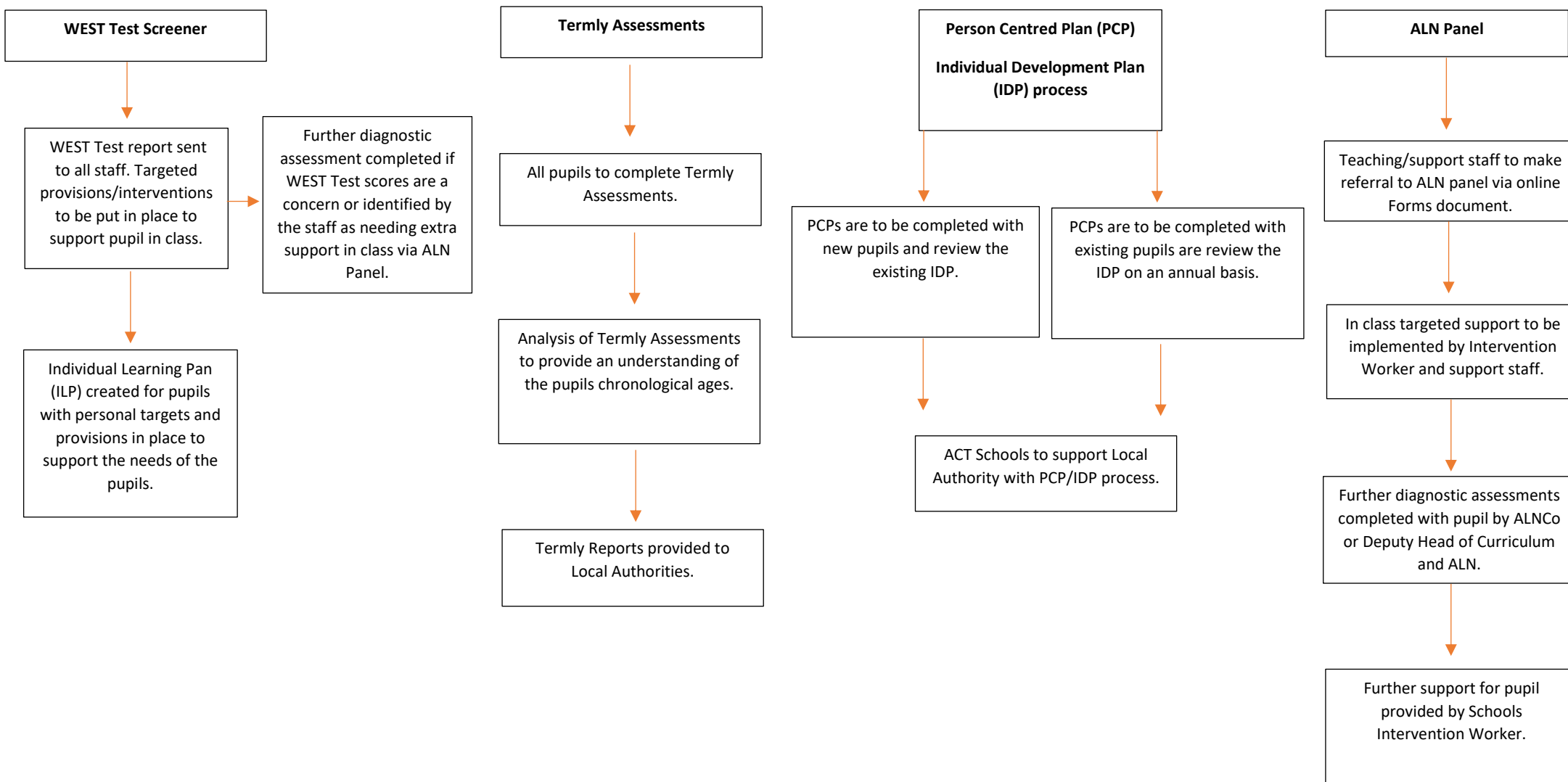
Pupils in Years 7, 8 & 9 will complete the Lucid Exact Assessment prior to attending ACT Schools. An extensive report is provided to all staff explaining the pupils Lucid Exact scores with strategies and recommendations in place to support them in class. Years 10 & 11 will complete WEST Tests which measure core competencies, identification of skill gaps and informs teachers for planning and preparation. Termly assessments are completed by year 7, 8 & 9 pupils termly to determine their chronological ages, progression and development in Mathematics, English, Spelling and Reading. Termly assessment scores inform teaching staff with an understanding of how to support and tailor work to pupils needs in class, ensuring that pupils receive the appropriate level of support. Year 10 & 11 will complete mock assessments in Essential Skills Wales (ESW) to determine progress made in Literacy and Application of Number. This will help to inform planning and determine ESW level for final examinations in Year 11. Please refer to assessment policy for further information.

Schools ALN Panel

Pupils will be referred to ALN panel via the ALN panel referral form. Teaching/Support staff will refer pupils to ALN panel for further support in class and for examinations to access the ALP. ALN panel will review the referral form from the staff member and discuss outcomes for the pupil. ALN panel will continue to monitor and review the progress of pupils referred. Please see Additional Learning Provision for more information. For more information about Schools ALN panel select [here](#).

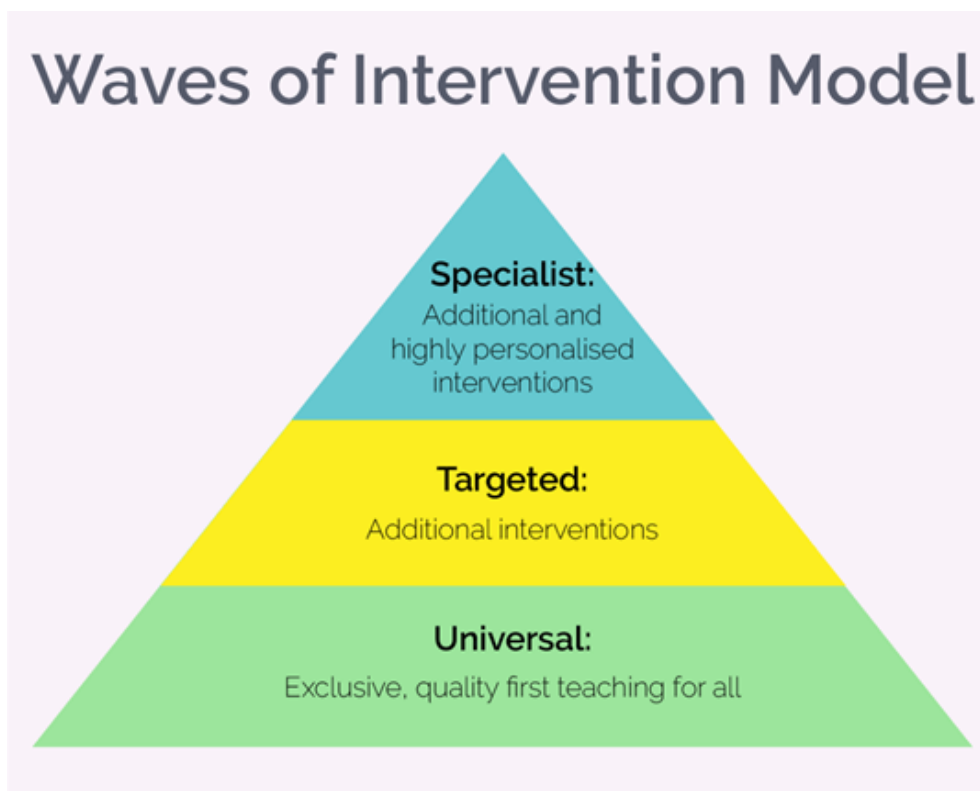
Further diagnostic assessments are completed with pupils that show significant and persistent difficulties in class they are referred to Schools ALN panel.

Identification, assessments and planning for Additional Learning Needs

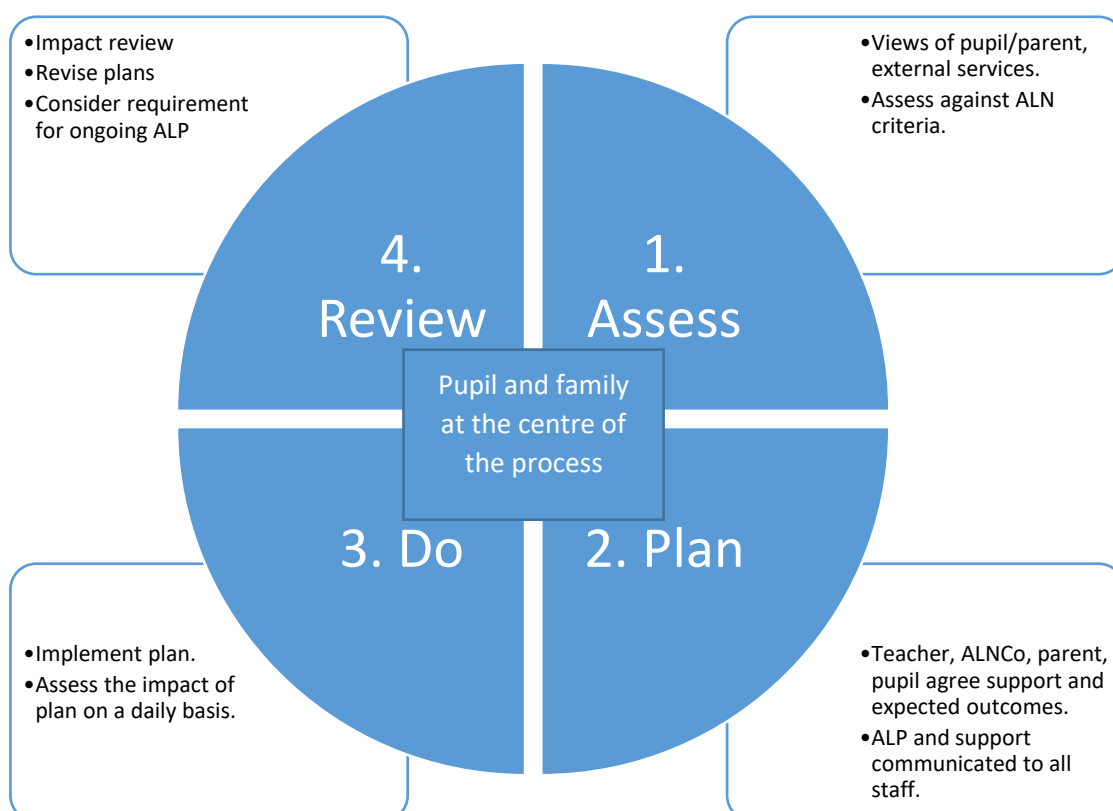


Graduated Approach to Meeting Pupil Needs (Whole School Inclusive Practice)

The school have developed a graduated approach to meeting pupil needs.



As set out in the Code, all staff are responsible for pupils with an ALN and the 4-stage approach outlined below is for all staff not just the ALNCo. As part of the graduated approach (Waves Provision Model) the school implements the cycle assess, plan, do, review.



ACT Schools Universal Learning Provision (ULP)

ACT Schools endeavour to meet the needs of most pupils through our Universal Learning Provision (ULP) offer. Our ULP offer is significantly larger than most independent schools. However, since the COVID-19 pandemic we believe that the nature of the needs of pupils that have been referred to ACT Schools has been significantly higher and they require more support. Therefore, ACT Schools reviewed their ULP and ALP offer to support the needs of the pupils. ACT Schools should meet the needs of most pupils through our ULP offer but some individuals may require access to the Additional Learning Provision (ALP).

An outline of ACT Schools ULP approach is available [here](#).

ACT Schools Additional Learning Provision (ALP)

ACT Schools' ALP offer has a more targeted approach than the ULP offer. We recognise that some pupils may not be able to access ACT Schools ULP offer and will require more specialised interventions and support. In order for pupils to access the ALP offer, they will need to be referred to ALN panel via a referral form (please see processes and procedures). Specialist targeted support can be implemented to support the pupil via a range of academic interventions and diagnostic assessments.

An outline of ACT Schools ALP approach is available [here](#).

Parent liaison

ACT Schools will:

- work in partnership with parents and guardians to facilitate two-way communication regarding learning needs and progress.
- utilise parent/guardian input to gain knowledge of the pupil and ensure that this is considered in the planning and design of additional learning provision.

Links with external agencies

ACT Schools will:

- discuss concerns and contribute to problem solving and developing strategies for pupils when issues and concerns arise.
- Make use of the specialist knowledge available within external teams to better support pupil success.
- Gain enhanced knowledge about specific pupils from professionals and provide feedback as required.

Transition planning

ACT Schools will:

- Support all pupils with 'planning for my future'
- Ensure all pupils have a person-centred transition plan
- Work at a multi-agency level to ensure effective transition support to post-16 and adulthood

Document / Policy Change Request

Any changes to the policy and procedure will be overseen by the ALNCo and Headteacher.

Document / Policy Reviewing and Approving

The document will be reviewed annually by the ALNCo and Headteacher.

References

This policy has been written in conjunction with the following legislation and guidance:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code Wales 2021
- Equality Act 2010

- Special Educational Needs Code of Practice Wales 2002
- Education Act 2002 and 2014

Glossary

- **Additional learning provision** - for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age.