

POLICY TITLE:	Additional Learning Needs
Policy Number:	ACS33A
Applies to:	Welsh Services
Version Number:	01
Date of Issue:	07/09/2023
Date of Review:	31/08/2024
Author:	Charlie Rivers, Head of Quality - Education
Ratified by:	Charlie Rivers, Head of Quality – Education
Responsible signatory:	Jane Stone, Director of Governance and Risk
Outcome:	Aspris Children's Services is committed to engaging all staff and students in the use of formative and summative assessment strategies that promote learning. Staff and students will be supported by valid and easily accessible data about students' attainment and progress. Staff will support students to gain an understanding of their current attainment, their targets and progress towards them, and jointly with students and where appropriate their parents and carers, put in place actions that will raise the individual achievements of all students.
Cross Reference:	ACS31A Curriculum - Wales ACS32 Teaching and Learning ACS34 Spiritual, Moral, Social Cultural Development and Community Cohesion ACS26A Equality of Opportunity & English as an Additional Language - Wales AH&S08 Adventure Activities and Education/ other visits

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been carried out. In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com.

Additional Learning Needs

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Service will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ACS LP 33A** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 OVERVIEW

- 2.1 Prior to the Additional Learning Needs (ALN) Act 2018, Wales had separate systems for special educational needs (SEN) and learning difficulties and/or disabilities (LDD). As a result of the Act, a new additional learning needs (ALN) system is being put in place to create a single system for supporting learners from 0 to 25 with ALN. The intention behind the act is to establish a fully inclusive education system for learners in Wales, where needs are identified early and addressed quickly, and where all learners are supported to reach their potential.
- 2.2 Children and young people with ALN need extra support to learn. This could be because they:
 - find it harder to learn than other children of the same age
 - have a disability that means they cannot use, or find it difficult to use, facilities for learning in the local nursery, school or collegeSome children and young people who need extra help may not have an ALN but merely require some help catching up
- 2.3 The extra support given to children with ALN to help them learn is called additional learning provision (sometimes called ALP). This must be written into a support plan called an individual development plan (IDP).
- 2.4 Additional learning provision for a person aged 3 or over is that which is additional to, or different from, what is made available to most children of the same age.
- 2.5 The new ALN system strengthens the importance of providing information and support so that children, young people and their parents are involved as much as possible in the process and in decisions that affect them
- 2.6 As the ALN system is introduced the following changes will become apparent:
 - special educational needs (SEN) becomes additional learning needs (ALN)
 - special educational needs co-ordinators (SENCoS) become additional learning needs co-ordinators (ALNCoS)
 - special educational provision (SEP) becomes additional learning provision (ALP)
 - plans such as individual education plans (IEPs), statements and learning and skills plans (LSPs) will be replaced with a new plan called an individual development plan (IDP)

3 PRINCIPLES AND AIMS

- 3.1 Aspris Children's Services believe that:
 - All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
 - The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
 - All students have a right to access a suitable programme of learning

- The views of students about their education and the views of parents (or carers) about the education their children receive should be sought and taken into account
- Each student has the right to be valued for their culture, religion and their different style of learning
- All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

3.2 Aspris Schools and colleges will:

- Ensure students with ALN are identified and provided for in a fair and equitable manner, so their learning potential and sense of self-worth and dignity is developed and respected.
- Ensure that all students with ALN have the same rights to benefit from education as those that do not have ALN needs.
- Provide the highest standard of teaching and learning.
- Promote a broad and balanced inclusive curriculum and learning environment for all students.
- Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievements.
- Create a calm, planned, safe, purposeful working environment.
- Oppose racism, bias, stereotyping and all other forms of discrimination against protected characteristics, by challenging discrimination wherever it is found in line with the Equality Act 2010.
- Value the voice and views of all students, parents and carers, staff and other professionals attached to the school/college.
- Work in line with the requirements of the Additional Learning Needs Code for Wales 2021

4 SCOPE

4.1 This policy applies to all Welsh schools and colleges within the division.

5 RESPONSIBILITIES

5.1 The approach to providing for students with Additional Needs will be whole school/college. All staff in the school/college will ensure that is embedded within the normal curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the ILP, Pupil Profiles and where appropriate the IDP, plans, delivers and assesses achievement and progress according to the needs of the student

5.2 Governing Body

The Governing Body have overall responsibility for ensuring that the school/college is meeting the Additional Learning Needs of its learners

5.3 The Head Teacher/College Lead

- To ensure the daily implementation and review of the school/college Additional Learning Needs Policy.
- To ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school/college.
- To ensure a clear process and system of identification, assessment and review of students where there is a query around an ALN.
- To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP, Target Sheets and IDPs.
- To monitor and evaluate the person-centred approach used across the school/college.
- To monitor and review the school/college Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.

- To liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- To oversee the co-ordination of the additional learning provision (specialised support) for students with additional learning needs throughout the school/college.
- To ensure a clear process of appeal and dispute resolution in relation to ALN.

5.4 Subject Leads (If appropriate. If not responsibilities to be delegated accordingly)

- To ensure high quality teaching and learning as part of the universal provision of the school/college across the department / faculty.
- To ensure reasonable adjustments are in place across the Subject Area.
- To implement the ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of students with additional learning needs.
- To work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty.
- To review the attainment of students and raise any concerns about a student's progress at the earliest opportunity.
- To co-ordinate targeted intervention for students with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- To contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Inclusion Team as required.

5.5 Class teachers

- To provide high quality teaching and learning as part of the universal provision of the school/college.
- To implement any reasonable adjustments
- To implement the school or college's ALN Policy.
- To ensure that the resources, targets and curriculum are appropriate to the needs of the student as set out in their Profile, Target Sheets and IDPs / Statements of SEN (as appropriate).
- To ensure that achievement and progress are appropriate to the needs of the student.
- To support the school/college processes around early identification and targeted intervention to meet individualised need.
- To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate
- To differentiate learning and materials and set achievable goals to ensure that the students experience success
- To attend reviews and discussions on student progress, as required.
- To record and report any concerns on student progress as per school/college process
- To contribute to the provision map for individual students, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
- To contribute to the development of specific support through additional learning provision
- To communicate with parents, raising concerns and celebrating progress.
- To support the effective handover of information to ensure successful transitions between year groups, phases and settings.

6 IDENTIFICATION AND PROVISION

6.1 Aspris respects the definitions of additional learning needs and additional learning provision as recorded in the Additional Learning Needs Code for Wales 2021.

- 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.
- A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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.
- '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 in mainstream maintained schools in Wales.
- 6.2 As the proprietor of independent settings Aspris schools and colleges are working towards the national implementation of the ALN Act 2018 from between September 2022 and August 2024
- 6.3 Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential
- 6.4 Identification and monitoring of a student with Additional Learning Needs should be carried out through the assessment and wellbeing processes at the school or college
- 6.5 Teachers should be involved in the on-going assessment of student needs and progress to determine need; monitoring and tracking systems should support the identification of any progress concerns and the requirement for further assessment

Students should be assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction. The following should be used in determining a Learner's level of need:

- standardised assessment data
 - teacher assessment data
 - diagnostic testing assessments by class teacher and outside agencies
 - behaviour tracking and analysis
 - transition information from previous school/college
 - information provided from external professionals
 - reference to previous concerns or discussions with parents
- 6.6 The school/college assessment and wellbeing systems should collate data on students that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data should be used in the tracking and monitoring of learner progress and to determine their learning requirements

7 LEVELS OF SUPPORT

- 7.1 The school/college assessment and pastoral system should facilitate the collection of data early in each Year. Students requiring support can then be identified and intervention strategies developed
- 7.2 Specific Additional Learning Provision
The needs of a student are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school/college resources and individual to the student's needs. Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school/college or the Local Authority, based on need.
Where a student is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the student and school/college staff.

For students with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs. In all cases of a Statement of SEN or an IDP, a review meeting will be held annually and all stakeholders invited to contribute.

7.3 Targeted Intervention

School/College should have a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school/college resources or externally. Within the targeted intervention, there will be set targets of focus, through which school/college staff will continue to track and monitor progress.

7.4 Universal Plus Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. Reasonable adjustments should be shared with all stakeholders.

7.5 Universal Provision

All teaching and learning throughout the school/college is inclusive to meet the needs of nearly all students, including high quality differentiation.

7.6 Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. Aspris schools and colleges welcome and value parent/carer/stakeholder concerns and will act with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

8 MONITORING AND EVALUATION

8.1 The success of the school or college's Additional Learning Needs Policy and Additional Learning Provision should be evaluated through:

- analysis of student tracking data and test results
- monitoring of procedures and practice by the Senior Leadership Team
- reviewing targets and IDP outcomes
- school/college self-evaluation
- school/college Development Plan

9 TRAINING

9.1 Each school/college should work to develop new expertise reinforcing existing knowledge and skills. Training for staff can be accessed through a variety of ways including:

- By attending external courses which have been identified as a training need through performance management or professional development systems
- By attending college/school-based courses and training days which address the priorities identified in the college/school Improvement Plan (minimum of 5 INSET days per year)
- By teachers from within the school/college and consultants from other schools/colleges, taking the role of mentors, coaches and leading teachers
- Robust targets to improve performance, which are set as a result of school/college monitoring systems
- Aspris Academy e-learning modules.

Associated Forms:

Local Procedure template ACS LP:30 Assessment for Learning

References:

SEND code of practice: 0 to 25 years 2015

HWB.gov.wales, Curriculum for Wales- Supporting learner progression: assessment guidance.

Curriculum and Assessment (Wales) Act 2021

Children's Services

HWB.gov.wales, School improvement guidance: framework for evaluation, improvement, and accountability

Pupil Information (Wales) Regulations 2011

Provision of Information by Head Teachers to Parents and Adult Pupils (Wales) Regulations 2022.

DfE (current version) The reading framework: teaching the foundations of literacy.

HWB.gov.wales, National Literacy and Numeracy Framework (current version)