

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 learners. This approach to practice will enable all learners 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 (2021-2023).

The new system for ALN places the needs, wishes and views of the learner at the centre of the school's approach, to reduce barriers, enable learning and support all learners to reach their full potential. ACT Schools applies a graduated response to meeting learner 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 learners through its universal learning provision offer (ULP). Additional Learning Provision (ALP) is available as part of the school's graduated response for learners with an ALN. The graduated response includes literacy/numeracy interventions for learners who are not making expected progress as well as highly personalised interventions, specialist support and a multi-agency approach to meeting learner 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.
3. "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".

As an independent school, ACT Schools will have due regard to the ALN legislation and ensure a consistent approach to meeting the needs of all learners. All ALN learners who receive ALP will have an Individual Development Plan (IDP) in addition to a pupil passport and Individual Learning Plan (ILP).

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 learners. This includes Senior Managers, Board of Directors, paid staff, sessional staff, volunteers and students.

Responsibilities

Overall responsibility for this policy lies with the Additional Learning Needs Coordinator (ALNCo) and Head of 11-16 Education. ACT Schools adopts a whole school approach to meeting the needs of learners. All staff are responsible for meeting the needs of ALN learners through high quality differentiated teaching and support. Staff are responsible for supporting the identification of learners who may require ALP/specialist support and referring to the Inclusion Officer and ALNCo for support.

The ALNCo with the support of the Inclusion Officer 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 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 learners 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 learners.
- Work strategically with the Head of 11-16 Education 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 learners 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 learners.
- Support the transition of learners with ALN to other school settings, FE and training.
- Liaison with other agencies to ensure cohesive collaborative support for ALN learners. Communication and

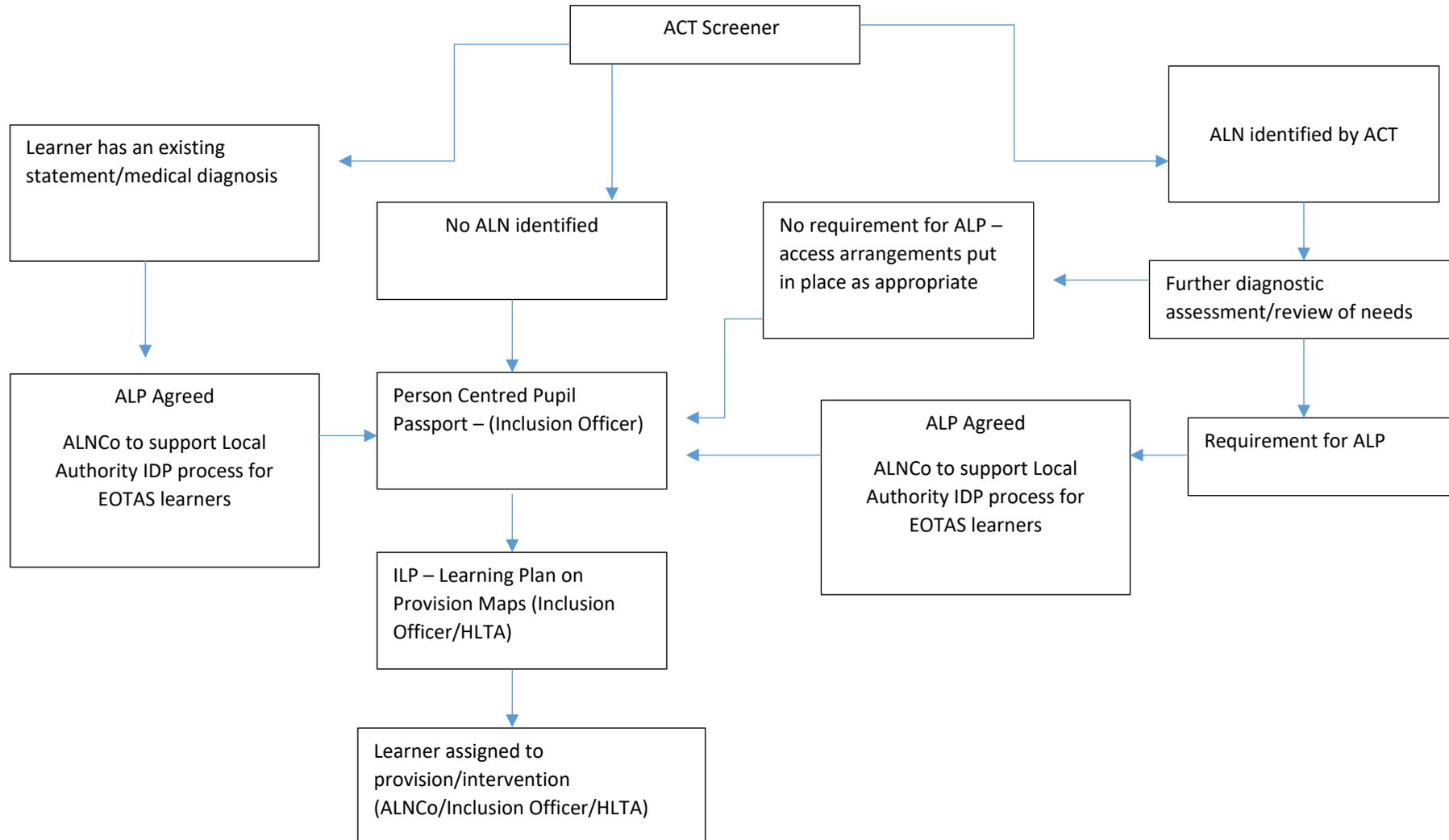
Storage

The ACT Schools ALN Policy and Procedure will be stored:

- Externally via the ACT Schools Website
- Internally via IRIS HR, under company information

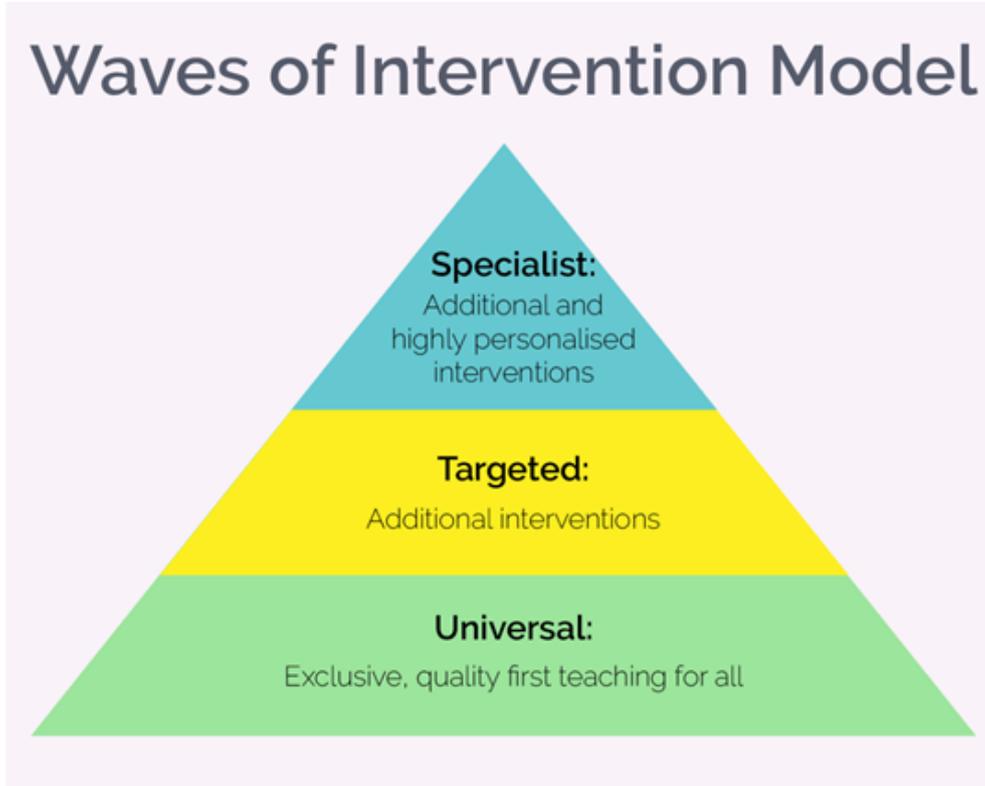
Procedures

Identification, Assessment and planning for Additional Learning Needs:

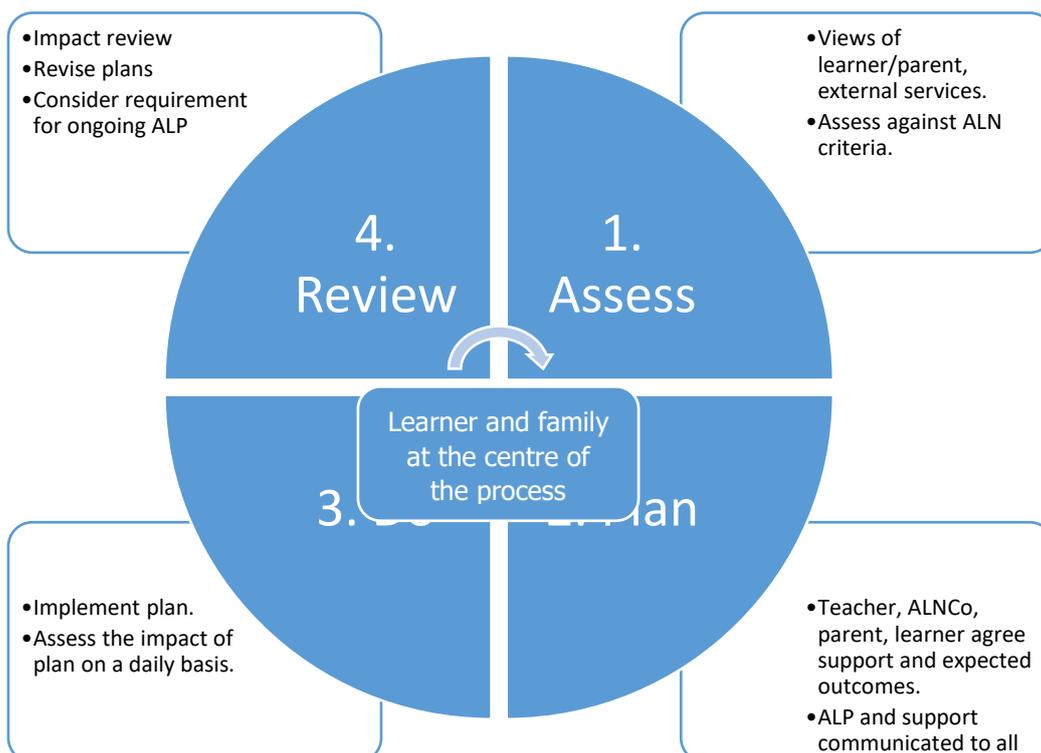


Graduated Approach to Meeting Learner Needs (Whole School Inclusive Practice)

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



As set out in the Code, all staff are responsible for learners 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.



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 learner 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 learners when issues and concerns arise.
- Make use of the specialist knowledge available within external teams to better support learner success.
- Gain enhanced knowledge about specific learners from professionals and provide feedback as required.

Transition Planning

ACT Schools will:

- Support all learners with 'planning for my future'.
- Ensure all learners 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 Head of 11-16 Education.

Document / Policy Reviewing and Approving

The document will be reviewed annually by the ALNCo and Head of 11-16 Education.

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