

COGNITA



Additional Learning Needs and Disability Policy

September 2023

This policy pays due care to the United Nations Convention on the Rights of the Child. In particular, Articles: 2,3,23,28 and 29.

1 1 Additional Learning Needs Transformation Programme (Transition from SEN System)

1.2

The system of supporting children with additional needs in education is changing. The new system for supporting children and young people aged 0-25 in Wales with learning difficulties is called the Additional Learning Needs (ALN) system. This system began on 1st September 2021 and 1st January 2022, for children up to and including Year 10 who were newly identified as having additional learning needs after those dates.

1.3 Children who received help for a learning difficulty or disability under the statementing system are moving from the older system (SEN system) to the ALN system in groups. The order in which children are moving is set out in the Welsh Government's Additional Learning Needs Transformation Programme: Frequently Asked Questions guidance. The transition of children to the ALN system is currently projected to be concluded in the school year 2024/2025. At the moment, therefore, there are two parallel systems of support for children with additional learning needs, either of which may apply to different children at the same school. This policy relates to both systems.

2 Definition of Special Educational Needs and Disability (SEND) Additional Learning Needs (ALN)

2.1 Under the SEN system, a child or young person has SEN if they have a learning difficulty which calls for special educational provision (SEP) to be made for them.

2.2

Under the ALN system, a person has additional learning needs (ALN) if he or she has a learning difficulty or disability which calls for additional learning provision (ALP). Many learners that were previously identified as having SEN under the SEN system will also have ALN under the ALN system.

2.3 Children and young people who have SEN/ALN may also qualify as disabled under the Equality Act 2010 ("the Equality Act"). Under the Equality Act, a disability is "...a physical or mental impairment which has a long-term and substantial adverse effect on [a person's] ability to carry out normal day-to-day activities." A child who is disabled will not necessarily have SEN/ALN, but there is significant overlap between disability and SEN/ALN. Under the ALN system, where a disabled child or young person requires additional learning provision, they will also be covered by the ALN definition.

2.4 Children with SEN/ALN need extra support to learn, which could be because they find it harder to learn than other children of the same age, or because they have a disability that means they cannot use, or find it difficult to use, facilities for learning in the school.

2.5 SEP means educational provision which is additional to or different from the educational provision made generally for children of the child's age in maintained mainstream schools within the child's local authority. ALP means, for children aged 3 or over, education or training provision which is additional to or different from that made generally for others of the same age in mainstream maintained schools or nurseries in Wales. For a child aged under 3, ALP means educational provision of any kind.

2.6 Children and young people who have SEN or ALN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on [a person's] ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN or ALN, but there is a significant overlap between

disabled children and young people and those with SEN and ALN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN or ALN definition (depending on which system applies to them).

2.7 Where appropriate, this policy will refer to special educational needs and disabilities together (“SEND”) and additional learning needs and disabilities together (“ALND”).

3 Legislation and Regulation

3.1 This policy has regard to:

- The Equality Act 2010;
- The Education Act 1996;
- The Education (Special Educational Needs) (Wales) Regulations 2002;
- The SEN and Disability Code of Practice for Wales, (2004);
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018;
- The Additional Learning Needs Co-ordinator (Wales) Regulations 2019;
- The Education Tribunal for Wales Regulations 2021;
- The Additional Learning Needs Code for Wales 2021 (“the ALN Code”);
- The General Data Protection Regulation 2016 (GDPR).

4 Principles underlying Practice

4.1 The Codes of Practice under both systems describe the principles that should be observed by all professionals working with children and young people who have special education needs/additional learning needs and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the SEND/ALND of children and young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of children and young people and their families;
- Enable children or young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term SEND/ALN and
- Provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.

4.2 The school takes a positive and professional whole-school approach to pupils with SEND / ALN.

4.3 Pupils with SEND/ ALN are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

4.4 To ensure the needs of pupils with SEND/ALN are addressed, the Learning Support Team will:

- Identify pupils with SEND/ALN and, where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists
- Develop and monitor support measures where a need is identified;
- Develop and update the ALN Register and ensure that these are circulated amongst teaching staff;
- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;

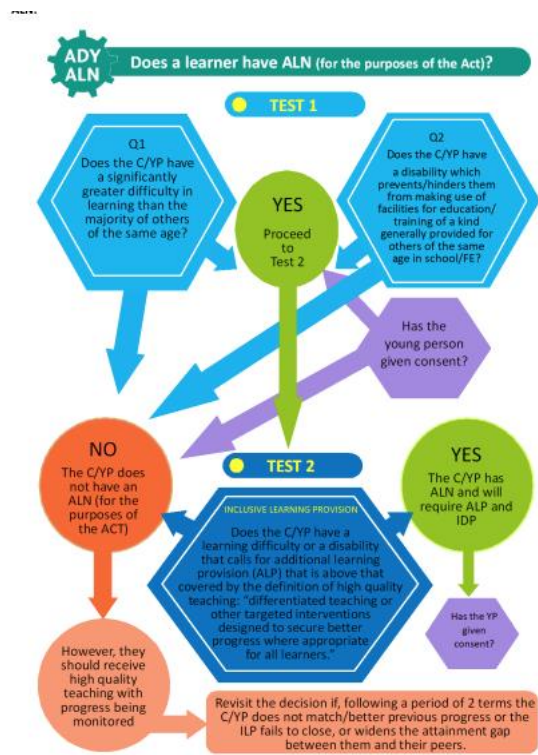
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- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of pupils and provide an Individual learning Plan for those pupils on the ALN Register and ensure that these are circulated to the staff of specific pupils; and Special Educational Needs and Disability/Additional Learning Needs and Disability Policy 4 September 2023
- Collate evidence to support applications for additional funding
- Examine school assessment data to identify possible ALN

5. Identifying Special Educational Needs/ Additional Learning Needs

5.1 .Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. Staff with concerns about a CYP will record an initial concern using CPOMS to which the ALNCo will respond. Our model for our ALN system

We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible. At Oakleigh House School we use the following approach to help us deliver a consistent approach to identifying needs in the Child Young person.



In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the ALN Code of Practice:

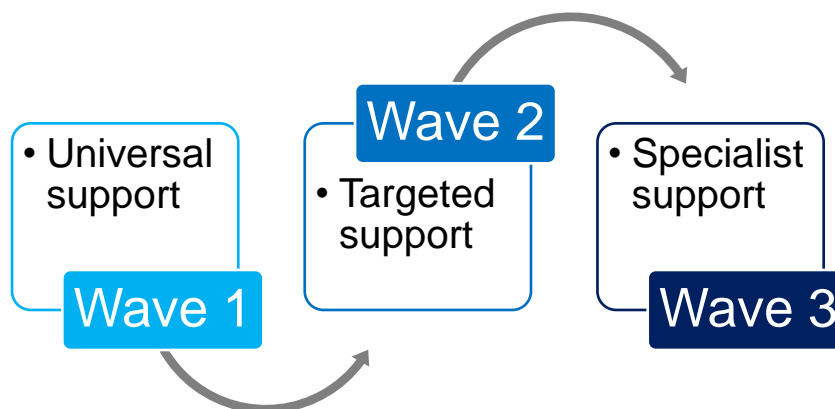
Communication and interaction needs	Cognition and learning needs	Behavioural, emotional and social needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who have sensory or multi-sensory difficulties, including visual or hearing impairments and/or physical difficulties that prevents them from accessing the educational facilities that are generally available.

6 Early Years, Key Stage 1, Key Stage 2

6.1 This policy applies to children throughout the school. The person with responsibility for SEND / ALN is Cerys Wendon

7 Categorisation of Students

7.1 We use a simple categorisation of students which helps provide a consistent and understood language:



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Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND/ ALN. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

8 The Graduated Approach

- 8.1 The school's approach to identifying and supporting SEND/ALND is informed by the applicable Code of Practice, both of which recommend a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school, in its duty to pupils with SEND/ALND, will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

The first response to existing or possible SEND/ALND is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEND/ALND to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests (e.g. GL Assessment, CAT4);
- Educational Psychologist (EP) or Specialist Teacher reports;
- Information from previous schools for new pupils;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and
 - Discussions with Learning Support Team.

- 8.2 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, numeracy, study skills, writing skills, social skills, speech and language acquisition.
- The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.

- 8.3 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- Speech and Language assessment
- Occupational Therapy / Visual Impairment team / teacher of the Deaf assessment
- CAMHS involvement;
- Statutory Assessment request; and/or
- GP review.

- 8.4 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8.5 Where a child has a Statement of Special Educational Needs ("Statement") or an LEA based Individual Development Plan (IDP), it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for

pupils with Statements or IDPs is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

9 Responsibility for SEN/ ALN

9.1 All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with regard to the advice included in the school based Individual Education Plan. The Learning Support Team works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have a Statement of Special Educational Needs/ LEA maintained IDP), reviews will include outside agencies/specialists. Where pupils have Statements of Special Educational Needs or LEA maintained IDP's, the local authority is legally responsible for ensuring that the provision identified in their Statement is delivered.

10 Managing Learning for Pupils on the SEND Register/ ALN register

10.1 Management of pupils on the SEND/ALND Register is the responsibility of the ALNCO and is updated at the start of the year and at least every half term. This document is available to all school staff.

10.2 Pupils' needs are captured and planned by utilizing the school's template for **Individual Education Plan (IEP)**

10.2 The CYP school based **IEP** are reviewed at least once a year.

10.3 The CYP, parents, teacher and ALNCo are involved in the creation of the school based IEP. External agencies such as Speech and Language therapists / Occupational therapist may also input advice and strategies for school.

11 Statements of Special Educational Needs/ LEA IDP

11.1 Where a child has a Statement of Special Educational Needs ("Statement")/ LEA maintained **IDP or Individual Development Plan**. It will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with Statements is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

12 Recording ALN

12.1 We are required by law to keep a record of those pupils who have been identified as having ALN, and the provision we make for such pupils. For each pupil with SEND/ ALND, the ALNCo will record on the ALN register and on school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school ALN register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND/ALND register.

13 External Agencies

13.1 We always work proactively and collaboratively with external agencies.

14 Exam Concessions

14.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

15 Use of Laptops and Word Processing

- 15.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

16 Extra Time

- 16.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

17 Transition

- 17.1 Transition can be challenging for many children, but in particular for those pupils with SEND/ALND. The following key principles are adhered to in order to support successful transitions for children with SEND/ALND. Transition arrangements are made for pupils needing significant support with SEND/ALND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- ALNCo will contact the previous / next school.

- 17.2 Where children with SEND/ALND leave the school, the ALNCo will work cooperatively with the receiving school to provide information about the pupil.

18 Management and Roles

- 18.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for disabled pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND/ALND can be used to build the quality of whole-school provision as part of their approach to school improvement. The ALNCo for the school is Cerys Wendon. To ensure best practice, the ALNCo is an experienced, qualified teacher with relevant CPD training.

18.2 Class and subject teachers

- Responsible for the progress of pupils with SEND/ALND.

18.3 The ALNCo

- The ALNCo has day-to-day responsibility for the operation of the SEND/ALND Policy and coordinating provision made for students with SEND/ALN.
- The ALNCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND/ALND, and works closely with students, parents and other professionals to ensure students with SEND/ALND receive appropriate support.
- The ALNCO plays an important role with the Head and proprietor in determining the strategic development of the SEND/ALND Policy and provision within the school in order to raise the achievements of students with SEND/ALND.

- 18.4 The ALNCO is also responsible for the following:

- In relation to each of the registered pupils who the ALNCO considers may have SEND/ALND informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have SEND/ALND:

- Identifying the pupil's needs, and co-ordinating the making of SEP/ ALP which meets those needs;
- Monitoring the effectiveness of any provision made;
- Securing relevant services for the pupil where necessary;
- Ensuring the records of the pupil's specific SEND/ ALND and the provision made are maintained and kept up to date;
- Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's SEND/ ALND and ALP.
- Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with pupils with SEND/ ALND;
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEND/ ALND;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with SEND/ ALND; and
- Preparing and reviewing the information required by law to be published in relation to SEND/ALND.

18.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND/ ALND provision.

19 Document Retention

19.1 We are required to keep SEND/ ALND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

20 Complaints

20.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

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Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel
Review – June 2019 Review May 2021	David Baldwin, DE Nicola Lambros, DE
Consultation – October 2020	Laura Thompson – EMW
Consultation – November 2022	Jamie Delaney – Legal Counsel. Europe Counsel specialising in education, from 3PB Chambers

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2023
Review date	Review and update for implementation from September 2024