



REDHILL HIGH SCHOOL
- CLYNDERWEN -

Learner Support & ALN Policy 2022-23

Reviewed: 10/8/2022

Changes made:

Page	Change	Reason	Made by	Reviewed by

Next review: 10/8/2023

1. Statement of Purpose

Redhill High School believes that its learners should be given every opportunity to flourish and thrive, and that this involves all stakeholders recognising the unique abilities and strengths of each student and the particular challenges they face, including ALN.

2. Scope

The policy applies to all staff, students and parents.

3. The ALN Environment

The School takes note of the new ALN code for Wales, effective from September 2021 in maintained settings. Our terms of reference will be to this code.

4. Definitions

4.1 Additional Learning Needs (ALN) – this school policy adopts the definition of ‘additional learning needs’ (ALN) as given in the ALN Code:

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 a 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) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

4.2 Additional learning provision (ALP) -

(1) '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 –

(a) Mainstream maintained schools in Wales,

(b) Mainstream institutions in the further education sector in Wales.

5. School Decision Making Process

In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

- i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person 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 FEIs.

If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test. If the answer is 'no' to both questions, the child or young person does not have ALN.

(b) Does the learning difficulty or disability call for ALP? If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

6. The Role of the Additional Learning Needs Co-ordinator (ALNCO)

The designated ALNCO for Redhill High School is: Mr Alun Millington (Headmaster). Their role involves maintaining records of students with Disabilities / ALN / learning difficulties, continuously liaising with students, parents, teachers and, as appropriate, outside agencies to ensure any student plan is executed and reviewed. The ALNCO will also organise and overview

additional support for students, as well as conducting relevant Quality Assurance and training for staff.

7. Identification

7.1 On entry

See Admissions (below).

7.2 After entry

Where a parent/carer is concerned that their child may have an additional learning need, the school should be informed. This may be through a meeting, telephone call or email. It is most helpful if this concern can be raised with the ALNCO. Staff may also refer via the Referral pathway forms (Appendix 1).

It is only when a learning difficulty is identified as being ongoing and existing interventions have not resulted in any improvement that a student would normally be considered for further exploration of whether there are underlying additional learning needs.

Once the school has been informed of the concern, this marks the start of a decision-making process. The school will make a decision and notify the parents/carers of the outcome before the end of 35 school days from it being brought to the attention of the school. In some cases, it may be impractical to make a decision within 35 days due to circumstances beyond the control of the school. In such circumstances, the school will keep the parents/carers informed of the progress.

7.3 Professional assessment

Parents may wish to make use of an Educational Psychologist or similarly qualified professional to undertake a formal assessment of their child's needs. This can be done at any time and shared as soon as possible with the School.

8. Provision

Usually, where ALN students with specific needs as defined in the evidence base and by agreement with parents will have an IDP prepared.

8.1 Preparing an Individual Development Plan (IDP)

The school will take a person-centred approach to determining the ALP that is specified within the IDP. The pupil and their parents (together with any other relevant people) will be invited to be part of the process. In cases where it is not practicable or reasonable for the school to provide the necessary ALP, the school will discuss this with the parents.

The IDP document will use a consistent template, and will be subject to review every 12 months.

8.2. Ceasing to maintain an IDP

The school will no longer have a duty to maintain an IDP if the school decides that the child no longer has ALN and that decision is not successfully challenged. This would be considered as part of a person-centred approach to reviewing a child's needs. The school's duty to maintain an IDP will end if the child ceases to be a registered pupil at the school. In some cases, the duty to maintain the IDP may transfer to the Local Authority.

8.3 General Learning Provision The school will endeavour to provide a broad package of general learning provision to support the learning needs of all pupils. Therefore, for some pupils who do not reach the threshold to be defined as having an additional learning need, the school will continue to support their learning through its package of universal provision. This will include classroom level differentiation.

9. Admissions, Adjustments & Withdrawal

9.1 Admissions and pupils with disabilities, Additional Learning Needs and Learning Difficulties

Redhill High School is academically selective and welcomes all students who can benefit from the opportunities it offers. The School is firmly committed to treating every pupil as an individual. Students with physical disabilities, Additional Learning Needs (ALN) and Learning Difficulties are welcome, provided that the School is reasonably able to provide them with the help and support that they require to access the curriculum. ALN must be declared on the application form and supported by appropriate and credible evidence.

9.2 Adjustments

Each child with a disability, ALN or learning difficulty requires special consideration and treatment. Prior to an offer of a place being made the School will confirm any adjustments it can reasonably make to enable the student to access the curriculum and co-curriculum. Where the School deems it appropriate, a meeting will be held with parents/carers to discuss thoroughly the student's needs. A similar procedure will be followed if a disability, ALN or learning difficulty is identified after a student has joined the School. Should it be deemed impossible to meet the student's needs

9.3 Withdrawal

The School will work with parents, and with external agencies where appropriate, to determine suitable provision. If at any stage the school finds itself unable to meet the child's changing needs, recommendations will be made for alternative educational provision. The right is reserved, following consultation, to require parents to withdraw a child from the school if, in the opinion of the Headmaster, any of the following apply:

- a) The child is reported to be in need of assessment or additional or remedial teaching or medication to which the parent does not consent;
- b) The student's learning difficulties require teaching or medication which the School is unable to manage;
- c) The student has additional needs which cannot be met effectively in the context of the mainstream education and facilities provided by the School.

10. The Curriculum

10.1 Teaching

The School has an anticipatory duty to ensure that disabled students are not less favourably treated. The teaching methods used should be considered in the light of the needs and competencies of students in each class.

10.2 Marking

The School has an anticipatory duty to ensure that disabled students are not less favourably treated. The marking systems in these guidelines should be seen not as leniency but as a method for reducing the disadvantages of

students with ALN and marking in a way which does not penalise ALN attributes unnecessarily.

10.3 Strategies

The following strategies can be drawn upon for teaching ALN:

- Ensure that knowledge of the weaknesses of each disabled pupil is current;
- Make lesson notes or outlines available in advance as targeted preparation can help the pupil more readily follow the content of the lesson;
- Knowledge of the content improves the pupil's ability to write and listen at the same time and reduces the amount of writing needed;
- Ensure that all material presented visually during a lesson is also explained orally;
- Make sure all instructions and announcements are presented both orally and visually;
- Leave any Notebook or PowerPoint slides up for long enough so that even the slowest individuals can transcribe – or print out the slides page;
- Summarise complex information as bullet points;
- Pause and sum up frequently;
- Break lessons into chunks to allow time for reflection and review: remember, for example, dyslexic pupils can become 'overloaded' with information if given too many instructions at the same time;
- PowerPoint presentations should use fonts in at least 24 points. Be aware that a few pupils may tell you they find certain colours difficult to read;
- Give a clear summary of the structure of the lesson at the beginning with headings, main points and important details. Introduce the whole picture and then the parts. Give an indication of the underlying aim of the lesson and relate it to the rest of the topic;
- Make explicit links from the particular examples to the general overall idea. Give concrete examples to build up a picture of more abstract ideas;
- New pupils in Years 7 and 8 can experience difficulty learning specialist subject-specific terms. Short glossaries that are handed out in advance of lessons can be helpful for all. Post large subject-specific words in classrooms. Use interactive whiteboards and visual methods for conveying information. Encourage every pupil to speak near the

beginning of the term to break the 'maiden speech' barrier and boost confidence;

- Be sensitive to the needs of all the pupils. Check with each pupil individually if you suspect any difficulty. Always express expectations verbally and in writing. Allow for appropriate devices such as tape recorders or laptops where appropriate. Differentiate, using methods such as writing frames to support learning.

11. Additional considerations

11.1 Social, emotional and behavioural barriers to learning

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these, as far as is possible.

11.2 Physical access

Parents/carers of disabled children may wish to obtain copies of the School's Accessibility Policy Main Office. This shows the ways in which the School plans to make the buildings accessible to disabled students, disabled parents and visitors. The Policy is an actively monitored policy and the School will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its buildings and resources.

11.3 Auxiliary aids and services

The School recognises and complies with its duty under the Equality Act 2010 in respect of the provision of auxiliary aids and services.

11.4 Exams

The Joint Council for Qualification outlines the procedures for Access Arrangements i.e. additional exam provision. These can include the allowance of extra time, a prompter, separate invigilation, a reader or the use of a laptop. Students with medical conditions must produce a letter from a medical practitioner to demonstrate the need for Exam Access Arrangements. Many of the Access Arrangements can be granted by the Exams Officer without the need for an application to the exam boards, subject to evidence provided by

the School. For extra time, candidates are normally required to have an up-to-date assessment by an Educational Psychologist or Specialist Teacher whose report confirms the need for extra time, and subject teachers are also required to provide evidence of the provision and use of extra time in class. It does not necessarily follow that a pupil with SpLD will need EAA.

11.5 Staff training

New staff (including teaching and support staff) receive induction training on working with ALN and disabilities, and how to access guidance on making reasonable adjustments and meeting individual needs. From September 2022 the training programme will include annual ALN training in at least one common area e.g. dyslexia.

11.6 School behaviour and discipline

The School has high expectations for behaviour and takes pride in its well-developed system of pastoral care for social interaction amongst pupils. The School's rules, anti-bullying policy, and behaviour, rewards and sanctions policy make clear the seriousness of bullying, victimisation and harassment, and all pupils are taught that such behaviour will not be tolerated. The School's objective is to ensure that a disabled pupil, or a pupil with ALN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. The School will make reasonable adjustments for managing behaviour which is related to a pupil's additional learning educational needs or disabilities. Any sanction imposed on a pupil will take account of any disability, special educational need or specific learning difficulty, in keeping with the Equality Act (2010). This is achieved through close liaison between pastoral staff responsible for discipline and the ALNCO.

11.7 Partnership with parents

The School's hope is that all parents/carers will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The ALNCO, Senior Leadership Team, Progress Leader and teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum might be in their best interests, or if there was a specific concern.

12. Complaints

In the event of parents/carers or a pupil wishing to make a complaint in relation to ALN or ALP, the first point of contact is the ALNCO. If the ALNCO is not able to resolve the complaint at an informal level, parents/carers and pupils may follow the school's formal complaints procedure. A copy of the Complaints Policy is available on the school website.

13. Monitoring

In order to monitor the effectiveness of ALN provision, the ALNCO will provide regular updates to the Board of Directors, to enable Directors to support and challenge the school's approach to supporting pupils with ALN.

14. Reviewing the policy

This policy will be discussed, reviewed and revised annually, in consultation with students, parents, staff and members of the school community, including the Board of Directors.

Appendix 1



REDHILL

Referral Form

Please complete this form if you have concerns over a student who does not appear to be making the expected progress.

Name of Teacher and subject:

Name of student:

	Yes	No	Sometimes
Has difficulty maintaining focus well			
Appears to read more slowly than others.			
Appears to write more slowly than others.			
Writing is generally illegible, even when taking care.			
Does not appear to be able to listen and take notes at the same time.			
Oral work is much better than written work.			
Tends to be disorganised.			
Assignments are often handed in late.			
Does not appear able to plan work.			
Work lacks structure.			
Spelling can be a problem.			

Grammar and punctuation are insecure.			
Reluctant to participate in group and class discussions.			
Recent exam result did not meet expectation			

Other comments, including specific examples:					
Samples of work attached	Yes	No	Samples of work available	Yes	No
Signed:			Date:		

Check list regarding student's **Normal** way of working
Additional evidence to support ALN Referral / Access Arrangements

Name of Student:

Teacher:

Date:

TIME	YES	NO
Finishes tasks after others	<input type="checkbox"/>	<input type="checkbox"/>
Needs extra time for assignments	<input type="checkbox"/>	<input type="checkbox"/>
Needs time to formulate an answer to a verbal question (slow responding)	<input type="checkbox"/>	<input type="checkbox"/>
Needs careful explanations in straightforward language of tasks/assignment titles	<input type="checkbox"/>	<input type="checkbox"/>

READING	YES	NO
Needs reading support in class	<input type="checkbox"/>	<input type="checkbox"/>
Avoids reading out loud	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty following written instructions	<input type="checkbox"/>	<input type="checkbox"/>
Finds it difficult to quickly get the idea of what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>
Finds it hard to remember what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>

WRITTEN WORK	YES	NO
Handwriting is difficult to read	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty copying from the board	<input type="checkbox"/>	<input type="checkbox"/>
Finds taking notes hard	<input type="checkbox"/>	<input type="checkbox"/>
Works on laptop/computer rather than writing	<input type="checkbox"/>	<input type="checkbox"/>

Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

PRACTICAL TASKS	YES	NO
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		

ORGANISATION	YES	NO
Organisational skills are weak – loses things, forgets items s/he needs to bring		
Finds it hard to meet deadlines		
Has difficulty working efficiently		

VISION	YES	NO
Needs large print version		
Uses coloured overlay when reading. Please state colour:		
Benefits from handouts on coloured paper. Please state colour:		

EXAMS	YES	NO
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focused on task		

What adjustments are made in lessons?

Any other information

Date normal way of working discussed and agreed:

Staff Signature:

Student signature: