

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Additional Learning Needs Policy



Additional Learning Needs Policy agreed by Governors:

Signed by Chair:

A handwritten signature in black ink, appearing to read 'P. Wellingham', is written over a light grey rectangular background.

Date: 13/03/2024

Additional Learning Needs Policy

I have come that they may have life, and have it to the full. John 10:10 (NIV)

Every child has the right to an education. UNCRC Article 28

... ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children. UNCRPD Article 7

This policy has been written with due regard to the Additional Learning Needs and Education Tribunal (Wales) Act 2021, the UN Convention on the Rights of the Child (UNCRC) and the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

Introduction

St Joseph's Catholic School & Sixth Form Centre is an inclusive school community committed to helping all students to become fully human in Christ. This means that we must support all our children and young people to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**ambitious,
capable learners**
who are ready to
learn throughout
their lives, making
the most of their
gifts and talents.

**healthy, confident
individuals** who
are ready and
committed to lead
fulfilling lives as
valued members
of society.



**enterprising,
creative
contributors** who
are ready to
answer their
vocations and play
a full part in life
and work.

**ethical, informed
citizens** who
understand and
appreciate their
call to stewardship
and are ready to
be citizens of
Wales and the
world.

At St Joseph's we understand that we have a responsibility to make our school welcoming and supportive to all learners, including learners with Additional Learning Needs.

It is the aim of St Joseph's to provide every child with the best education possible. Our objective in setting out the school's ALN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions.

St Joseph's has full provision for pupils who are physically disabled.

Aims and Objectives

We aim:

- (a) to identify pupils with ALN as early as possible and ensure that their needs are met.
- (b) to have in place systems whereby teachers are aware of pupils' needs and how best to support them.
- (c) to provide all our children with a broad and balanced curriculum which is differentiated to the needs and ability of the individual.
- (d) to be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, the LA and outside agencies.
- (e) to ensure all pupils make effective progress and realise their full potential.
- (f) to ensure all pupils take a full and active part in school life.

Additional Learning Needs and Education Tribunal (Wales) Act 2021

Changes to the legislation surrounding ALN have recently been introduced in the Additional Learning Needs and Education Tribunal (Wales) Act 2021. Please note that information contained within this policy is designed to provide key information about the structure and delivery of additional learning needs provision at St Joseph's. The school will comply fully with the expectations set out by the Additional Learning Needs and Education Tribunal (Wales) Act 2021 and this policy is supplementary to the information contained within the legislative framework set out by the Welsh Assembly Government.

Definition of Additional Learning Needs

The Additional Learning Needs and Education Tribunal (Wales) Act 2021 determines that a learner has ALN if:

- (a) he or she has a learning difficulty (has a greater difficulty in learning than the majority of others of the same age) or disability (whether the learning difficulty or disability arises from a medical condition or otherwise)

and

- (b) the learning difficulty or disability calls for additional learning provision (educational or training provision that is additional to, or different from, that made generally for others of the same age).

A pupil does not have a learning difficulty solely because the language (or form of language) they use at home is different to the language they are taught in.

Where pupils have a greater difficulty in learning that does not require additional learning provision, they are not considered to have additional learning needs and their needs will be met through the school's inclusive learning provision.

Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP)

Inclusive learning provision is that which is available to support all learners who may or may not have additional learning needs. Examples of inclusive learning provision may include differentiated work or teaching approaches, reasonable adjustments within the classroom or school environment, a one page profile, and intervention and catch-up support sessions that are readily accessible to pupils as required.

Where it is considered that a pupil does not require an additional learning provision, and they therefore do not have an additional learning need for the purposes of the ALNET Act 2021, they may still be supported by inclusive learning provision. The progress of pupils receiving inclusive learning provision will be tracked on an ongoing basis via school monitoring systems. Pupils accessing inclusive learning provision will be supported with a one page profile. The duration of inclusive learning provision will be determined by the learner's needs.

Additional learning provision is that which is additional to, or different from, the provision that is generally made available for all learners within the school. Examples of additional learning provision may include teaching assistant support, access to specialist equipment or resources, access to support or intervention through an outside agency, such as a health service, or individualised intervention programmes that are not readily accessible to all pupils of the same age.

A pupil who has a greater difficulty in learning than the majority of others the same age and who requires additional learning provision is considered to have an additional learning need for the purposes of the ALNET Act 2021. Pupils accessing additional learning provision will be supported with an Individual Development Plan (IDP) that will outline their needs and the provision required to support those needs. A one page profile will be maintained for all pupils with ALN and will form part of the IDP.

Individual Development Plans

All pupils who have a greater difficulty in learning than the majority of others the same age and who require additional learning provision will have an Individual Development plan (IDP). There are two types of IDP; those which are school maintained and those which are maintained by the Local Authority.

A school-maintained IDP will be implemented where it is reasonable for the school to secure the ALP required by a learner. This document will be drawn up in collaboration with all stakeholders, including parents, professionals supporting the young person and the young person themselves. It will include a description of a learner's ALN and the ALP that is required. The IDP will be reviewed at least annually and will provide a record of the learner's progress.

In cases where the ALP required is beyond that which can reasonably be provided by the school, a request can be made to the Local Authority to ask that they maintain the IDP. This will be done in full collaboration with all stakeholders, including parents, professionals supporting the young person and the young person themselves. St Joseph's will contribute fully to information-gathering processes undertaken by the Local Authority in such instances.

Person-Centred Practice

Person-centred practice is central to ALN reform and recognises the voice of the learner and their parents as being central to decision-making processes. Person-centred review meetings will be held when determining whether a pupil has ALN and therefore requires an IDP, and, moving forward, when reviewing IDPs. The structure of these meetings ensures a clear focus on aspirations and person-centred outcomes, focusing on the future rather than the past and including the learner and their family on equal terms with professionals.

Working in Collaboration with Parents and Professional Agencies

We believe that working in close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the needs of their child and the provision required to best support them.

Pupils with ALN will benefit from the school's close working relationship with numerous external support agencies, which offer advice, support and guidance on matters relating to ALN.

We are committed to working effectively with other schools on matters relating to ALN, sharing good practice and making the transition between key phases of their education as smooth as possible for pupils.

Dispute Resolution

Where parents and carers have questions relating to ALN or any concerns they wish to discuss, they are encouraged to contact the ALNCo in the first instance so issues can be addressed in a timely manner. We are always happy to speak to parents and will endeavour to deal with any concerns promptly and efficiently to achieve an outcome that is in the best interests of the learner.

Parents and carers are able to seek help and advice from the Local Authority's Additional Learning Needs Support Service (ALNSS) where required. Should parents and carers have concerns and be unable to access help and support from the school or the Local Authority, they are able to seek additional advice from SNAP Cymru (an independent advocacy service). Further information about this service can be found on the SNAP Cymru website.

Roles and Responsibilities in Supporting Pupils with ALN

People in the Process	Responsibilities
Additional Learning Needs Coordinator (ALNCO)	<ul style="list-style-type: none"> • To work with the Headteacher to oversee the day to day provision for pupils with Additional Learning Needs.
The Governing Body	<ul style="list-style-type: none"> • To ensure the provision of ALN support is of a high standard. • To have due regard to the Additional Learning Needs and Education Tribunal (Wales) Act 2021 when undertaking its responsibilities. • To report annually to parents on the effectiveness of the school's ALN policy. • To have in place a designated person who will make sure that where it is known that a pupil has Additional Learning Needs, those needs are made known to all who are likely to teach him or her. • To have in place a strategy to monitor the school's ALN policy.
The Headteacher	<ul style="list-style-type: none"> • To ensure that the daily management of ALN provision is effective. • To work closely with the ALNCO and the teaching and support staff in matters relating to ALN. • To keep the Governing Body informed of all matters relating to its responsibilities for the provision of ALN.
Teachers	<ul style="list-style-type: none"> • To be aware of the school's policy for the identification and assessment of pupils with ALN and the provision it makes for them. • To deliver the individual programme for pupils with ALN as set out in their IDP.
Parents	<ul style="list-style-type: none"> • To work closely with the school in order to develop a collaborative working relationship that will support ALN provision within the school.
Pupils	<ul style="list-style-type: none"> • To be aware that they have a key role in the decision-making processes related to their additional learning provision as set out in their IDPs.