

Additional Learning Needs (ALN) Policy

The aim of our ALN policy is to provide a framework of identification, assessment and provision that will assist pupils with Additional Learning Needs to develop their skills, gain confidence in their abilities so that they can manage their learning independently and make progress in line with their ability.

This school policy has been written to embrace the principles underpinning the ALN system in creating a fully inclusive school ethos where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The principles underpinning our approach to ALN are:

- A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support. We have due regard to the requirements of the United Nations Convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Early identification, intervention and prevention
- Collaboration and integration
- Inclusive education

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught. This applies to those who come from other countries as well as those who are born in this country.

The new ALN Code has taken effect from September 2021, but the implementation period will be for three years. During this time, pupils with existing Statements of Special Educational Needs and pupils who have already been identified as having additional learning needs will continue to be supported under the previous SEN Code of Practice. We will gradually migrate to the new system in line with the implementation period specified by Welsh Government. However, we will strive to embrace the spirit and ethos of the new Code in everything that we do from September 2021.

References

The ALN Code:

<https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>

Implementation Statement (February 2021):

<https://gov.wales/written-statement-implementation-additional-learning-needs-and-education-tribunal-wales-act-2018-0>

ALN Transformation Guidance Documents:

<https://gov.wales/additional-learning-needs-transformation-programme>

Implementation of the ALN Code 2021

From 1 September 2021, the ALN system will commence for children of compulsory school age and below who:

- are detained; and
- do not have special educational needs on or before that date, regardless of their year group or setting - including those that may attend an EOTAS setting, an independent school or who are electively home educated.

This means that children who currently have special educational provision via a statement and those who are in any form of post-16 education, will not be included in the first year of implementation

2. Principles

As far as possible, students in Swansea College with ALN are fully integrated into the life of the school and the curriculum. This gives them the opportunity to socialise with the other students and get the best out of their time with us.

2.3 Information about the Additional Learning Needs Centre and access to support is included in the admissions pack all students receive when they enrol with us.

In the most recent review of the Swansea College Additional Learning Needs policy, it is recognised that a new term, Additional Learning Needs (ALN) will be applied for all children and young people up to the age of 25 who are identified as having SEN or LDD.

2.4 The school will monitor progress of all students through members of staff and their subject tutors. If needed, information will be passed along to our assessor. This is an on-going process that enables identification of any students who may require provision that is additional to or different from that made for other students in the school.

2.5 Parents/Guardians are encouraged, in the first instance, to discuss any issues and concerns with the child's tutors who will refer this to the ALNCo.

2.6 The views of students and Parents/Guardians are taken into account when identifying priorities for learning and when making arrangements for additional learning provision.

3. The Additional Learning Needs Centre

3.1 The Additional Learning Needs Centre supports all students who have identified learning needs. In the main, these are students with identified specific learning difficulties, but also includes those whose medical conditions or disabilities require additional learning provision. The intervention group is responsible for co-ordinating appropriate support.

3.2 To support the aim of the ALN policy, all staff members will:

- i. Play a key role in the identification and assessment of students with additional learning needs. Any of which will be passed on to the college assessor for their part of the assessment.
- ii. Coordinate additional provision for students who are identified as requiring learning support, including the coordination of Access Arrangements in examinations.
- iii. Collaborate with Subject Leaders (SLs) with the aim of developing effective ways to overcome barriers to learning and sustain effective teaching for students requiring additional learning provision.

4. Coordination of ALN provision

4.1 The school will appoint a suitably qualified and experienced teacher as ALNCo.

4.2 The ALNCo is responsible for:

- Overseeing the day-to-day operation of the school's ALN policy.
- Carrying out screening tests on students who have received referrals from staff, Parents/Guardians or the individual pupil.
- Liaising with and advising fellow teachers.
- Coordinating provision for students with additional learning needs.
- Overseeing the records on all students with additional learning needs.
- Liaising with Parents/Guardians of students with additional learning needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including educational psychologists, health professionals and voluntary bodies.

5. Resources

5.1 A budget is allocated for the purchase of teaching materials and assessment materials for use in the Additional Learning Needs Centre. This ensures that all students can participate in class and complete the work to the best of their ability.

5.2 The cost of more expensive additional materials, including software and assessment materials, is discussed with the director and a budget talked over.

5.3 Further training relative to ALN, whether for the ALNCo or subject teachers is funded from the school budget.

5.4 There is currently no additional charge for ALN support.

5.5 In-school assessments, including for examination purposes, are funded by the school. Assessment by an educational psychologist is paid for by Parents/Guardians, whether recommended by the school or requested by Parents/Guardians.

6. Admissions

6.1 Swansea College will always consider applications from students with identified ALN. The school may request an Educational Psychologist report before making a decision on entry.

6.2 All potential students, including those with identified ALN, are expected to cope with the full school curriculum at a relatively independent level. Those who need a high level of individual additional provision or who need a high level of behavioural management, may require a level of support that Swansea College does not currently offer.

6.3 Parents/Guardians and / or the prospective student's previous school must make the Admissions Registrar aware of any identified ALN or any learning support provision at the earliest stage in the admissions process in order that appropriate support can be put in place or a decision made about entry.

6.4 The Admissions Registrar will attempt to gather information available about a prospective pupil who has or who may have additional learning needs, which is to be conveyed to the Head, Deputy Head Academic and ALNCo at the earliest opportunity.

6.5 All members of staff are alert to indicators of additional learning needs. Information about students whose performance is a matter of concern is conveyed to the Director and the ALNCo at the earliest opportunity.

6.6 The Admissions Registrar and the ALNCo will liaise to ensure that sufficient information is on hand for the Director to make a judgement about the offer of a place at Swansea College. This will usually involve requesting information from Parents/Guardians, including copies of any previous

assessments, and may involve assessment by the ALNCo. In some cases a further assessment by the college assessor, which will be paid for by Parents/Guardians, will be requested.

6.7 Prior to offer of a place, arrangements for additional learning provision are discussed and agreed with Parents/Guardians and students.

6.8 The final decision about admission rests with the Director.

7. Referral and Assessment

7.1 Swansea College is committed to the identification of and intervention for children who may have additional learning needs. Whilst at the school, students may be referred to the college assessor at any time. Referrals can be made by the ALNCo on behalf of parental or pupil concern.

7.2 Information is collected from a variety of sources immediately after referral and, in the first instance, will include information from relevant teaching staff and parents/guardians.

7.3 An in-school assessment is undertaken by the ALNCo or other member of staff in cases where the student's profile, based on information gathered, suggests that further assessment is required. Parents/Guardians are informed of the findings and the course of action discussed with Parents/Guardians and pupil.

7.4 In some cases, a formal assessment by an educational psychologist will be recommended. Parents/Guardians will pay directly for such an assessment.

7.5 The outcome of a referral is determined by the ALNCo in consultation with the assessor. Relevant information is shared with staff following consultation with Parents/Guardians and students when appropriate.

7.6 The school will take all reasonable care to identify and provide appropriate support for students. If a parent has concerns that the school has not identified ALN they should raise the matter at the earliest possible opportunity.

8. Levels of Response

8.1 The needs of most students who are referred to the Additional Learning Needs Centre, including those with identified ALN, will be met in the classroom and their progress will be monitored via the school's academic monitoring system. These students will have an Individual Learning Profile that is shared with staff.

8.2 Some students referred will benefit from additional classroom guidance or examination arrangements but will not require regular out of class support. These students will have an Individual Learning Profile that is shared with staff.

8.3 Students who receive out of class support through curriculum disapplication will have an Individual Learning Profile that is shared with staff.

8.4 In some cases students will be provided with an Individual Learning Plan which includes a broader view of pupil requirements in the different environments that they will encounter throughout the school year.

8.5 Individual Learning Profiles are working documents which are continually under review in order to ensure that appropriate priorities are identified and progress is being made. Students participate in decision-making, including identifying priorities and setting targets, and reviewing provision.

9. Review

9.1 Parents/Guardians of students who have regular frequent support are invited to review meetings for a more detailed discussion of their child's progress.

9.2 The level of provision and the learning programme can be reviewed at any stage, either by parental request or at the request of the ALNCo.

9.3 Parents/Guardians of all students are encouraged to raise immediate concerns with the ALNCo or Director. Whether these concerns are about progress or about provision arrangements, a response will be made as soon as possible.

9.4 Parents/Guardians who feel that their concerns are not dealt with effectively can raise the matter directly with the Director with recourse to the college complaints procedure if the matter cannot be resolved.

10. Professional Development

The ALNCo attends relevant training and disseminates information to staff as appropriate. There is an induction procedure into the school's policy and procedures for ALN for new teachers.

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