



# ADDITIONAL LEARNING NEEDS AND INCLUSION POLICY

**Adopted: February 2011**

**Reviewed: May 2023**

**Reviewed: Annually**

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## POLICY REVISION HISTORY

This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School on 17<sup>th</sup> February 2011.

Signatories: \_\_\_\_\_ (Headteacher) \_\_\_\_\_ (Chair of Governors)

PRINT: \_\_\_\_\_

Date	Revision	Type	Author	Approved by
17/02/2011	A	Amended	VEB	Policy Committee 02/02/2011
22/05/2014	B	Reviewed	ALE	Policy Committee 27/03/2014
04/04/2017	C	Reviewed	ALE	Personnel & Wellbeing Committee 16/03/2017
12/03/2020	D	Reviewed	DRD	Finance, Premises & H & S Committee 19/3/2020
February 2022	E	Updated	DRD	Ethos & Culture 17/2/22

### Annotation Key for this Document

VEB Mrs V Beynon, Head of Inclusion, retired  
 ALE Mrs A Edwards, Additional Needs Co-ordinator, retired  
 DRD Mrs D Davies, Additional Needs Co-ordinator, retired  
 EMM Mrs E Muggleton, ALNCO

**ALN Additional Learning Needs**  
**ALP Additional Learning Provision**  
**ALNCO Additional Learning Needs Coordinator**  
**EAL English as an additional language**  
**HLTA Higher Level Teaching Assistant**  
**IDP Individual Development Plan**  
**OPP One Page Profile**

## Additional Learning Needs and Inclusion Policy

### 1. Rationale

At Caerleon Comprehensive School we believe in providing an inclusive environment where every learner feels valued and supported, irrespective of their background, ability, gender or sexuality. We recognise that every student is unique and has different needs and we strive to provide a positive and respectful learning environment that fosters success and personal growth.

#### 1.1 Aims

Our aim is to ensure that every learner has equal access to education and opportunities for learning, so that they can maximise their potential, and to do this by:

- ★ encouraging high expectations
- ★ enabling each pupil to develop skills, knowledge, independence and resilience
- ★ assisting pupils to overcome barriers to learning
- ★ encouraging in pupils self-reliance and a sense of responsibility as valued members of the school and the wider community
- ★ giving all pupils an awareness of their own worth and a sense of achievement and enjoyment in their own development
- ★ providing a caring atmosphere in which stable relationships with peers and positive working relationships with adults can be formed
- ★ developing partnerships between home, school and the community
- ★ preparing young people for the future, ready to play a full part in life and the world of work
- ★ We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe
- ★ We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:
  - minority ethnic and faith groups, travellers, asylum seekers and refugees
  - learners who need support to learn English as an additional language (EAL)
  - learners with additional educational needs
  - learners who are disabled
  - those who are gifted and talented
  - those who are looked after by the local authority
  - others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
  - any learners who are at risk of disaffection and exclusion

## 2. Additional Learning Needs at Caerleon Comprehensive

The school recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

Caerleon Comprehensive School is committed to promoting high standards of appropriate achievements and progress for all pupils with additional learning needs by:

- ★ Ensuring the Additional Learning Needs and Education Tribunal (Wales) Act (2018), the ALN Code (2021) and the Equality Act (2010) are implemented across the school.
- ★ Embedding policy and provision into everyday practice and systems, matched to the nature of learners' needs.
- ★ Using a child-centred approach to ensure the wishes, views and opinions of the learner are captured and considered. Likewise, parental and carer engagement forms a critical part of the system, with parents and carers included fully as partners in the decision-making process in considering and providing additional support.
- ★ Enabling identified learners with ALN to have full access to their entitlement to a broad, balanced, and relevant curriculum<sup>1</sup> through provision identified as appropriate to the learner including:
  - Universal provision/differentiated planning by classroom teachers.
  - Additional Learning Provision as appropriate and outlined in this policy (see section 5.2).
  - Working with the Local Authority and drawing on the specialist services offered by the LA and other external agencies to support pupils with ALN.
- ★ Monitoring the progress of all students, to identify needs as they arise and to provide support as early as possible.
- ★ Establishing a continuity of provision and expectation through consultation with feeder primary schools, the Local Authority, and other external partners.
- ★ Involving learners fully in transition phases, when entering the school in KS3, when transferring to Key Stage 4 / 5 and when moving on to college and work.

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<sup>1</sup> \*Except where disapplication, arising from an IDP occurs; disapplication is not common and we aim to offer the full curriculum to all our learners.

### 3. Roles and Responsibilities

Meeting the needs of learners with ALN is a whole school approach. All staff in the school ensure that it is embedded within the day-to-day school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from learner Individual Development Plans (IDPs), One-Page Profiles (OPPs) and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil.

#### 3.1 The Headteacher and School Leadership Team

- ★ Advise the governing body on policies to meet their statutory responsibilities under the ALNET Act (2017).
- ★ Work to agree the school ALN ethos and policy and to implement the agreed strategic vision and policy.
- ★ Oversee aspects of strategic leadership and management, including ALN budget and resources.
- ★ Ensure that the ALNCO and ALN team has enough time and resources to carry out their duties.

#### 3.2 ALNCO

The school's Additional Learning Needs Co-ordinator (ALNCO) is Associate Assistant Headteacher Mrs E Muggleton. The ALNCO has strategic responsibility for ensuring identified learners' needs are suitably catered for and reports to Mrs L Purcell, the Headteacher, on a regular basis.

- ★ Ensures the implementation and review of the school Additional Learning Needs/Inclusion Policy.
- ★ Ensures clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- ★ Has strategic responsibility for leading and managing the ALN department.
- ★ Oversees the work of the ALN Assistant and the HLTAs.
- ★ Ensures a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- ★ Ensures clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the OPPs and IDPs.
- ★ Monitors and reviews the School Additional Learning Provision Map to meet the needs of learners as appropriate.
- ★ Liaises with and advises colleagues through the appropriate channels on curriculum planning.
- ★ Oversees the coordination of the professional learning of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- ★ Works alongside the ALN Assistant and HLTAs with the primary cluster schools and the LA to support transition of learners with ALN.
- ★ Ensures, together with the Headteacher and Leadership Team, a clear process of appeal and dispute resolution in relation to ALN.

### 3.3 ALN Department - ALN Assistant, HLTAs and TAs

The ALNCO works in close collaboration with any HLTAs, who coordinate support for identified learners with ALN, support the wellbeing of our ALN learners and work in close partnership with parents/carers and external agencies. HLTA(s):

- ★ Ensure the daily implementation of the school Additional Learning Needs Policy.
- ★ Oversee the operational day-to-day running of the ALN department.
- ★ Liaise with and advise teaching staff on additional learning needs matters.
- ★ Have a full knowledge of the pupils' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implement the agreed provision.
- ★ Attend reviews and discussions on pupils' progress as appropriate.
- ★ Support the work of the pupil in the lesson by adapting work and providing support and confidence to the pupil.
- ★ Provide administration support for ALN as required.
- ★ Liaise with teaching staff to gather appropriate information and updates on pupils with additional learning needs at review points during the year.
- ★ Ensure the organisational and administrative support facilitates the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).
- ★ Where appropriate, provide intervention to support pupils according to identified needs.
- ★ Liaise with parents/carers; first point of contact for parents regarding concerns, queries relating to pupils' additional learning needs.
- ★ Liaise with external agencies.
- ★ Support the work of the transition team and the ALNCO in liaising with primaries during the summer term and ensuring a successful transition for Y6 learners with ALN.

### 3.4 Subject Teachers

- ★ Provide high quality teaching and learning as part of the universal provision of the school.
- ★ Implement any reasonable adjustments through universal provision, removing barriers to learning.
- ★ Implement the school's ALN Policy.
- ★ Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's OPP, Target Sheets, and IDPs / Statements of SEN.
- ★ Ensure that achievement and progress are also appropriate to the needs of the pupil.
- ★ Support the school processes around early identification, targeted intervention, and a graduated response to meet individual needs.
- ★ Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners with ALN as necessary.
- ★ Differentiate learning and materials and set achievable goals to ensure that pupils make good progress and maximise potential.
- ★ Provide information for ALN statutory reviews and discussions on pupil progress, as required.

- ★ Record and report any concerns on pupil progress to the Head of Department and Head of Year where appropriate.
- ★ Communicate with parents, raising concerns and celebrating progress.
- ★ Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.
- ★ Provide resources to all students that are ALN friendly (minimum font size 14 and Sans Serif font chosen)

### 3.5 Head of Department

- ★ Ensure high quality teaching and learning as part of the universal provision of the school across the department.
- ★ Ensure reasonable adjustments as part of universal provision are in place across the subject area, removing barriers to learning.
- ★ Implement the ALN Policy.
- ★ Ensure that the resources, targets, and curriculum are appropriate to the needs of pupils with additional learning needs; this includes for learners in both mainstream classes and supported groups.
- ★ Review the attainment of pupils and alert the Head of Year/HLTAs regarding any concerns about a pupil's progress.
- ★ Liaise with members of the ALN team about ALN matters (ALNCO / HLTAs/ALN Assistant).
- ★ Support targeted intervention for pupils with ALN
- ★ Contribute to the training of staff in their department, developing practice in relation to ALN.
- ★ Ensure that photocopied resources are ALN friendly for all students.

### 3.6 Heads of Year / Pastoral Support Team

- ★ Identify, assess, and monitor the progress of all pupils.
- ★ Liaise with teaching staff on pupil provision and progress.
- ★ Oversee records of all pupils in their Year Group and liaise with the ALN department to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- ★ Contribute to the annual reviews of statutory documentation, including IDPs / Statements of SEN.
- ★ Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- ★ Work alongside the Form Tutor in ensuring that the day to day provision of pupils' learning needs are met.



### 3.7 Governing Body

In the context of ALN the school's Governing Body have several key responsibilities, including:

- ★ Ensure that the school's ALN policy is up-to-date, in line with current legislation and guidance and reflects the needs of the school's learner population.
- ★ Ensure that the school has adequate resources to effectively identify, assess and support learners with ALN.
- ★ Ensure that the school's ALN policy is communicated effectively to all stakeholders, including parents/carers, pupils and staff.
- ★ Consider how changes to policies and practices across the school might impact on ALN learners.
- ★ Ensure that the ALN provision and practice is reviewed regularly in order to assess its effectiveness and identify areas for improvement in line with whole school priorities.

### 3.8 Parents and Carers

The ALN department work closely with parents/carers, listening to their concerns, views and discussing the needs of their child, the support strategies being used at home and the progress their child is making. The school reports progress to parents in the form of Progress Checks and parents'/carers' evenings. In addition, learners with ALN are invited to attend review meetings on an annual basis; both parents/carers and pupils are fully involved in setting and reviewing targets in OPP target pages and IDPs. Parents/carers also play a critical role in supporting the school in maintaining a consistent approach to enforcing the school conduct policy, while applying any necessary reasonable adjustments that may be appropriate.

## 4. Implementation of the ALN Act

During the phased implementation of the ALN Act, the school will ensure that both the ALN and the SEN systems run effectively.

From September 2021, the new ALN code and the ALN transformation legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision. Transferring of learners from the previously existing system to the new ALN legislation will take place in accordance with Welsh Government guidance and the Local Authority.

Both the new ALN system and the new Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales and ALN transformation programme seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

#### 4.1 Identification and monitoring of learners with Additional Learning Needs

All staff are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Pupils are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALN department and external agencies
- ★ behaviour / conduct code logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on pupils that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

When identifying learners with ALN it is important to note that:

- ★ Slow progress and low attainment would not necessarily mean that a child has ALN.
- ★ Some learners with lower levels of attainment and ability who progress at a slower rate may require support (such as targeted intervention) and access to a differentiated curriculum to ensure progress, but that support does not necessarily amount to ALP.
- ★ In the case of the very few pupils who do not make good progress with Universal Provision and/or targeted provision, and are identified as ALN requiring ALP, this is outlined in a school based Individual Development Plan (IDP).
- ★ Strategies identified in an IDP are additional to and different from high-quality universal provision.<sup>2</sup>

A full definition of ALN can be found in the Additional Learning Needs Code (2021).

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<sup>2</sup> ALNET Act 2018/Mandatory ALN Code 2021 Duties on maintained schools and LAs in relation to children at maintained schools in Wales - Tracey Pead SEWC ALN Transformation Lead

## 5. Levels of Support/Provision Mapping

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical (Person Centred Planning - PCP).

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.<sup>3</sup> The new ALN code aims to promote an inclusive education where:

- ★ Barriers to learning are removed for all learners
- ★ The majority of learners will be able to study the full curriculum using only the aids which they use as part of their daily life
- ★ A minority of pupils will be provided with access to specialist equipment and different approaches to learning<sup>4</sup>

### 5.1 Specific Additional Learning Provision

The new ALN code calls for a graduated approach to support learners with ALN. The school's ALP provides for learners with high-level, medium-level or low-level support needs as identified in IDPs (or existing statements) or OPPs/OPPs with targets.

Low-level provision:

- ★ Learners with identified ALN are supported through universal provision in mainstream lessons.
- ★ Reasonable adjustments are made within lessons as is appropriate to a learner's needs, such as colour overlays, 'now/next' cues, sensory supports, sitting in an appropriate seat.
- ★ Learners needs are met through differentiation.
- ★ Learners may require access arrangements as identified through normal ways of working e.g. use of word processors.
- ★ Learners may attend a targeted intervention as identified from national test results such as numeracy or literacy intervention, EAL provision.

<sup>3</sup> *Additional Learning Needs Code 2021*, Section 3.19

<sup>4</sup> *ALNET Act 2018/Mandatory ALN Code 2021 Duties on maintained schools and LAs in relation to children at maintained schools in Wales - Tracey Pead SEWC ALN Transformation Lead*

### Medium-level provision:

- ★ Learners may receive some/all of the strategies identified above for low-level provision.
- ★ Short or long term targeted intervention or provision to meet an identified barrier to learning:
  - Access to Pastoral Assistance Leads for social and friendships support
  - ELSA - Emotional literacy support
  - Literacy/numeracy intervention
  - Speech and Language development
  - Hearing Impaired/Visually Impaired Service
  - SNAP testing
  - CAMHS In-Reach Clinic supporting strategies
- ★ Access to the Hub at break/lunchtime for those who need to modify their behaviour or develop social interactions.
- ★ Behaviour support provision:
  - PSPs; pupil support plans - established and embedded as short term targets established with pupil, parents/carers/AHT Wellbeing.
  - Internal exclusion room - the Reset room is where a pupil is isolated for the day/5 hours as a result of poor behaviour in line with the school conduct code. This sanction is communicated by the Reset Manager (Mrs Sara Pimble), or a member of the pastoral team, such as a Head of Year. Where appropriate, Reset can be implemented in accordance with reasonable adjustments as indicated by the pupils' IDP/OPP.

### High-level provision:

- ★ Learners may receive some/all of the strategies identified above for low and medium-level provision.
- ★ Support from a teaching assistant in a supported group setting or support from a teaching assistant in a mainstream setting the majority of the time.
- ★ Referral to Learning Coaches for support and to help remove barriers to learning.
- ★ Access to the Learning Support Base for alternative time-table arrangements if appropriate.
- ★ Referral to external agencies including:
  - CAMHS - In Reach - SPACE ND (neuro-diverse)
  - CAMHS - In Reach - Wellbeing referral
  - Educational Psychologist consultation
  - Families First
  - Youth Justice Service
- ★ Access to the Learning Support Base for alternative time-table arrangements if appropriate.
- ★ Reduced time-table as identified by learner need/AHT Wellbeing (Mr Gardner)/ALNCO.

On rare occasions, despite the range of ALP offered by the school, if a child continues to not make progress, they may need more support than the school can provide. In this case the school will then refer the IDP to the local authority.<sup>5</sup>

Parents can discuss any specific ALN concerns with the ALN department (see appendix for contact information).

The Complaints Policy is accessible through the School Website.

## **5.2 The Student Support Corridor.**

Caerleon Comprehensive School has a “Student Support Corridor” in the E Block which supports learners who may have a barrier to their progress. Learners can be signposted to this provision for reasons such as:

- Wellbeing or mental health issues;
- If they have joined the school mid-way through the year and need support to catch up in certain subjects;
- Accessing a partial or bespoke timetable;
- Low school attendance (e.g. EBSA learners);
- CLA learners;
- To “Reset” learners in readiness for reintegration back into their lessons.

## **6. Conclusion**

At Caerleon Comprehensive, our Additional Learning Needs and Inclusion Policy reflects our commitment to providing an inclusive and supportive learning environment for all our students. We are dedicated to providing the resources and support necessary for all learners to succeed and maximise their potential. We will continue to work towards promoting understanding, respect, and inclusion within our school community.

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<sup>5</sup> *Additional Learning Needs System,; Parents’ Guide 2021,*

## Appendix

### Contact details

Mrs Angela Marchant                  HLTA-ALN                  MarchantA24@newportschools.wales

General Enquiries    [Caerleon.comprehensive@newportschools.wales](mailto:Caerleon.comprehensive@newportschools.wales)

Please contact Mrs A Marchant, above as your first point of contact for the ALN department.

## Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.