



## Additional Learning Needs (ALN) Policy

SMT owner	Bursar
Reviewed by SMT	October 2021
Effective from	October 2021
Next review	2026
Governor approval (Y/N)? Approved by Board of Governors (if Y)	Y

**The aim of our ALN policy is to provide a framework of identification, assessment and provision that will assist pupils with ALN 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.**

### 1. Definition

- 1.1 Christ College recognises that all pupils have learning needs and that some require additional provision. These pupils can be identified as pupils with ALN. Whilst pupils with ALN are not a readily defined and discrete group, Christ College has regard for the definition of ALN in the draft Code of Practice (2018).
- 1.2 A young 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.- Section 2 Additional Learning Needs and Educational Tribunal (Wales) Act 2018.
- 1.3 A child 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.

### 2. Principles

- 2.1 Christ College recognizes that there is a range of learning needs, which is reflected in differentiated provision.
- 2.2 As far as possible, pupils in Christ College with ALN are fully integrated into the life of the school and the curriculum.
- 2.3 Information about the Additional Learning Needs Centre and access to support is included in the Key stage 3 option booklet and the GCSE and Sixth Form booklets.
- 2.4 The school will monitor progress of all pupils through the intervention team<sup>1</sup>. This an ongoing process that enables identification of any pupils who may require provision that is additional to or different from that made for other pupils in the school.
- 2.5 Parents are encouraged, in the first instance, to discuss any issues and concerns with the child's tutors who will refer this to the ALNCo or Deputy Head Academic (DHA).
- 2.6 The views of pupils and parents 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 pupils who have identified learning needs. In the main, these are pupils 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, the intervention team will:
  - i. play a key role in the identification and assessment of pupils with additional learning needs;
  - ii. coordinate additional provision for pupils who are identified as requiring learning support, including the coordination of Access Arrangements in school and public examinations;
  - iii. make additional learning provision in the Additional Learning Needs Centre for pupils who are identified as requiring out of class learning support;
  - iv. Collaborate with Subject Leaders (SLs) and the Deputy Head Academic with the aim of developing effective ways to overcome barriers to learning and sustain effective teaching for pupils 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 will report to the Deputy Head Academic and the Head, and is responsible for:
  - overseeing the day-to-day operation of the school's ALN policy

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<sup>1</sup> The Intervention team includes the ALNCo, Head of Faculty for Teaching and Learning, Head of English, English intervention Teacher, Head of Maths

- carrying out screening tests on pupils who have received referrals from staff, parents or the individual pupil
- liaising with and advising fellow teachers
- coordinating provision for pupils with additional learning needs
- overseeing the records on all pupils with additional learning needs
- liaising with parents of pupils 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.
- 5.2 The cost of more expensive additional materials, including software and assessment materials, is bid for from the relevant school budget.
- 5.3 Further training relative to ALN, whether for the ALNCo or subject teachers or pastoral staff, is funded from the school INSET 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, whether recommended by the school or requested by parents.

## **6. Admissions**

- 6.1 Christ College will always consider applications from pupils with identified ALN. The school may request an Educational Psychologist report before making a decision on entry.
- 6.2 All potential pupils, 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 Christ College does not currently offer.
- 6.3 Parents and / or the prospective pupil'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 be conveyed to the

Head, Deputy Head Academic and ALNCo at the earliest opportunity.

- 6.6 The Head of English and the Head of Mathematics are alert to indicators of additional learning needs, in the scrutiny of entrance papers. Information about pupils whose performance is a matter of concern is conveyed to the Head, Deputy Head Academic and the ALNCo at the earliest opportunity.
- 6.7 The Admissions Registrar and the ALNCo will liaise to ensure that sufficient information is on hand for the Head and Deputy Head Academic to make a judgement about the offer a place at Christ College. This will usually involve requesting information from parents, including copies of any previous assessments, and may involve assessment by the ALNCo. In some cases a further assessment by an Educational psychologist or other experts, which will be paid for by parents, will be requested.
- 6.8 Prior to offer of a place, arrangements for additional learning provision are discussed and agreed with parents and pupils.
- 6.9 **The final decision about admission rests with the Head.**

## **7. Referral and Assessment**

Please refer to appendix 1 (ALN Flow Chart)

- 7.1 Christ College is committed to the identification of and intervention for children who may have additional learning needs. Whilst at the school, pupils may be referred to the Additional Learning Needs Centre by a subject teacher, tutor, Houseparent or Deputy Head Academic 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 House staff.
- 7.3 An in-school assessment is undertaken by the ALNCo in cases where the pupil's profile, based on information gathered, suggests that further assessment is required. Parents are informed of the findings and the course of action discussed with parents and pupil.
- 7.4 In some cases, a formal assessment by an educational psychologist will be recommended. Parents will pay directly for such an assessment and have the option of making their own arrangements or using the school's visiting educational psychologist.
- 7.5 The outcome of a referral, is determined by the ALNCo in consultation with DHA and Intervention Team. Relevant information is shared with staff following consultation with parents and pupils when appropriate.
- 7.6 The school will take all reasonable care to identify and provide appropriate support for pupils. 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 pupils 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 pupils are at Level 1 of the school's graduated response. These pupils will have an Individual Learning Profile that is shared with staff.
- 8.2 Some pupils referred will benefit from additional classroom guidance or examination arrangements but will not require regular out of class support. These pupils are at Level 2 of the school's graduated response. These pupils will have an Individual Learning Profile that is shared with staff.
- 8.3 Pupils who receive out of class support through curriculum disapplication are at Level 3 of the school's graduated response. These pupils will have an Individual Learning Profile that is shared with staff.
- 8.4 In some cases pupils will be provided with a Plus Profile which includes a broader view of pupil requirements in the different environments that they will encounter throughout the school year. The Plus Profile is a document that is pupil centred.
- 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. Pupils participate in decision-making, including identifying priorities and setting targets, and reviewing provision.

## **9. Review**

- 9.1 Parents of pupils 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 DHA or ALNCo.
- 9.3 Parents of all pupils are encouraged to raise immediate concerns with the ALNCo or DHA. Whether these concerns are about progress or about provision arrangements, a response will be made as soon as possible.
- 9.4 Parents who feel that their concerns are not dealt with effectively can raise the matter directly with the DHA with recourse to the school's complaints procedure if the matter cannot be resolved.

10. **Professional Development**

10.1 The ALNCo attends relevant training and disseminates information to staff as appropriate.

10.2 There is an induction procedure into the school's policy and procedures for ALN for new teachers.

10.3 Opportunities for further developments in staff training are identified in the Departmental Development Plan.

11. **Policy Review**

11.1 This policy is reviewed annually.

EO / REA 2019