

Additional Learning Needs policy

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1 INTRODUCTION

1.1 Rydal Penrhos School is committed to the equal treatment of all pupils, including those with additional learning needs (ALN) and disabilities. This policy seeks to eliminate disadvantages for pupils with ALN and disabilities by:

- making sure that the School takes every possible step to provide all pupils (including those with medical conditions) with the support they require in order that they may have unimpeded access to all the School's educational opportunities;
- treating pupils with ALN and / or disabilities no less favourably than their peers;
- making reasonable adjustments so that pupils with ALN and / or disabilities are not put at any disadvantage in matters of admission and education;
- ensuring that pupils with ALN and / or disabilities engage as fully as is practicable in the activities of the School alongside those pupils who do not have ALN and / or disabilities;
- ensuring that parents/carers are informed when additional educational provision is made for their child, and that they are kept up-to-date as to that child's progress and development

1.2 Rydal Penrhos School has had due regard to the following guidance:

- The Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Children and Families Act (2014) <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

- The Welsh Foundation Phase Framework (2015)
<https://www.earlyyears.wales/sites/www.earlyyears.wales/files/foundation-phase-framework.pdf>
- The Additional learning Needs Code for Wales (2021)
<https://gov.wales/sites/default/files/publications/2021-03/the-additional-learning-needs-code-for-wales-2021.pdf>
- The Curriculum for Wales (2022) <https://gov.wales/curriculum-for-wales>

1.3. This policy should be read in conjunction with the following School policies:

- Admissions Policy;
- Equal Opportunities Policy;
- Accessibility Plan;
- Access Arrangements for External Examinations

- 1.4. **Definitions:** A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision (ALP). ALN is applicable for any young person aged from 0-25 and can be applied within or outside of an educational setting. ALN differs from a Special Educational Need which can be seen as provision to assist learning just within a school context.

2. RESPONSIBILITIES

- 2.1. **Governors** - The Governing Body is responsible for overseeing School policy, and for the provision made for pupils with ALN and / or disabilities.
- 2.2. **Principal** – The Principal, with the support of the Deputy Principals and School ALNCos (Additional Learning Needs Co-ordinator - Prep and Seniors), is responsible for overseeing all aspects of the School's ALN and disability provision, and for keeping the Governing Body fully informed as to the implementation of the School's policy.
- 2.3. **Additional Learning Needs Co-ordinators (ALNCos) - responsibilities** include the following:
- assisting in determining the strategic development of the ALN and disability provision in the School within the guidelines laid down by the Principal and Governing Body;
 - taking overall day-to-day responsibility for the execution of the Additional Learning Needs Policy; coordinating specific provision for children with ALN and / or disabilities, including those who have Individual Development Plans (IDPs);
 - ensuring that all staff understand their responsibilities to children with ALN and / or disabilities, and that they appreciate the School's approach to identifying and meeting ALN and / or the requirements of those with disabilities;
 - ensuring that teachers are supplied with any necessary information relating to a child's learning support needs and / or disabilities (if known), such that the educational practice deployed is appropriate;
 - ensuring that parental / carer insights are considered by the School to enable it to support their child's ALN and / or disability;
 - ensuring that liaising as appropriate with the School's medical staff, external professionals and agencies;
 - ensuring that the School keeps up-to-date records of all pupils with ALN and / or disabilities.
- 2.4. **Teaching staff:** It is the responsibility of all teachers to help to meet a pupil's needs, irrespective of any specialist qualifications or expertise that they may have; all colleagues are expected to understand this policy so that the School can identify, assess and make provision to meet any such needs.

3. ADMISSIONS

- 3.1. Rydal Penrhos School is academically non-selective (although prospective pupils are expected to meet a baseline which will enable them to access the School's curriculum). The School welcomes all children whom it is believed can make the most of the opportunities on offer and who can flourish in its caring environment. As far as possible, the School's Admissions Policy aims to eliminate any substantial disadvantages which may be encountered by applicants with ALN and / or disabilities as they pass through the admissions process.
- 3.2. The School will treat every application from a potential entrant with ALN and / or disabilities in a fair and open-minded way; however, it will assess all pupils for admission on the basis of its standard selection criteria, as appropriate to their age (or stage of development).
- 3.3. The School endeavours to ensure that it is able fully to support the needs of all prospective pupils; thus the parents / carers of children with disabilities, ALN and / or learning difficulties are advised to discuss their child's requirements with the School before it considers his or her application for a place, and certainly before the pupil sits the School's entrance exam, so that suitable provision can be made for him or her on the day. Parents / carers are asked to provide a copy of a medical report or an educational psychologist's report to support a request, for example, for large-print material, extra time, the use of a laptop or other special arrangements.
- 3.4. Before an offer of a place is made, the School will assess whether it is able adequately to cater for and meet any ALN and disabilities (if known) with reference to discussions and meetings with parents / carers, to any professional reports and references from previous schools, and to any assessment of the pupil undertaken at a Taster Day, as appropriate.
- 3.5. An offer of a place may not be made if the School determines, following consultation with parents / carers, that it is unable to meet and to provide for a child's needs. However, the School will always consider its obligations under the Equality Act.
- 3.6. The Admissions Policy can be found on the School's website; it applies equally to all prospective pupils and provides details as to how the School supports those applicants with ALN and / or disabilities.

4. IDENTIFYING & SUPPORTING PUPILS WITH ALN AND / OR DISABILITIES

- 4.1. Additional educational provision at Rydal Penrhos operates on the principle of a graduated approach which embodies the concepts of **assess, plan, do** and **review**. More details are laid out in the ALN Handbook and can be discussed with the ALNCo as required.
- 4.2. The School's ALN provision currently includes the following measures:
- in-class differentiation;
 - learning support, both within and outside the classroom, on an individual, paired or small-group basis.
 - additional specialist teaching. A pupil deemed to have a special educational need or disability and who requires additional support may be provided with an individual or small group personalised support programme; this falls within the School's core learning support provision. Charges will only be incurred for any provision that is requested by parents / carers for their child and which extends beyond this facility.
 - Teachers will liaise closely with the ALNCo in the execution of the PDP (Pupil Development Plan) and in monitoring and assessing the impact and effectiveness of the support and interventions that have been put in place for the child.
- 4.3. The needs of the majority of pupils with ALN and / or disabilities will be met effectively through the School's dedicated support in this area. However, where the pupil has not made the progress anticipated although ALN support has been provided, his or her parents / carers and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an Individual Development Plan (IDP) for the child. While parents / carers are asked to consult with the School before exercising this right, the School will always check with parents / carers before undertaking this procedure.
- 4.4. Where a prospective pupil has an Individual Development Plan already in place, the School will consult with the parents / carers and the Local Authority (where appropriate) to ensure that the provision specified in the Individual Development Plan can be delivered by the School. Any additional services that are needed in order to meet the requirements of the Individual Development Plan may need to be charged, either directly to the parent / carer or to the Local Authority (if the latter is responsible for the fees and the School is named in the Individual Development Plan). In all other circumstances, charges may be made directly to parents / carers, subject to the School's obligations under the Equality Act (2010). The School co-operates with the Local Authority so as to ensure that relevant annual reviews of Individual Development Plans are carried out as required.

- 4.5. When sitting public examinations, pupils who have been diagnosed as having a learning difficulty may be entitled to Access Arrangements; these could include one or more of an additional time allocation, the provision of a separate examination room, the use of a computer, and support from a scribe and / or reader. The ALNCo will follow the ALN Handbook procedures to ensure that all required support is available.

This policy is subject to review on a triennial basis; however, it may require earlier revision in the light of any regulatory change which may come into force in the interim.

Adopted (SLT):	October 2021
Review date:	October 2024