**ACT Schools - ALN Policy**

**Commitment**

Inclusive practice is at the heart of effective education and underpins the legislation for Additional Learning Needs (ALN) in Wales. ACT Schools will ensure an inclusive and person-centred approach to learning and recognises the diversity of pupils. This approach to practice will enable all pupils to access the curriculum, participate fully in learning activities and demonstrate their knowledge and strengths during assessment. The School values the diversity of the learning community as a resource that enhances the learning experience for all.

**Purpose**

The purpose of this policy and procedure is to outline ACT School’s approach, objectives and plans (within the context of current legislative changes) in meeting the needs of children and young people with additional learning needs. This policy complies with the statutory requirements laid out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Additional Learning Needs Code for Wales 2021 and existing legislative framework for special educational needs in Wales during the phased ALN implementation period (2021-2024).

The new system for ALN places the needs, wishes and views of the pupil at the centre of the school’s approach, to reduce barriers, enable learning and support all pupils to reach their full potential. ACT Schools applies a graduated response to meeting pupil needs using the waves provision model as the framework for inclusive practice, teaching, learning and assessment. The school endeavours to meet the needs of most pupils through its universal learning provision offer (ULP). Additional Learning Provision (ALP) is available as part of the school’s graduated response for pupils with an ALN. The graduated response includes literacy/numeracy interventions for pupils who are not making expected progress as well as highly personalised interventions, specialist support and a multi-agency approach to meeting pupil needs.

For the purpose of this policy the Act (ALN and Education Tribunal Wales 2018) provides the following definitions of ALN and ALP:

1. A 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.
2. A child of compulsory school age or person over that age has a learning difficulty or disability if he or she -

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

1. “Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age”.

As an independent special school, ACT Schools will have due regard to the ALN legislation and ensure a consistent approach to meeting the needs of all pupils. All ALN pupils who attend ACT Schools will have an Individual Development Plan in addition to a Pupil Passport and Individual Learning Plan. All pupils who attend will have behavioural, emotional and social difficulties as a primary need and the universal provision is designed to reflect this need. All pupils who do not have an IDP in place, will have the opportunity through Fair Access Panel (Local Authority) to have one in place. However, pupils who have more significant needs and/or co-occurring conditions also have access to additional learning provision to meet their individual learning needs. The IDP process will be phased in by priority year group over the next year, in the interim all pupils will have access to education and support that best meets their needs.

**Scope**

Information detailed within this policy applies to all staff at ACT Schools, directly and/or indirectly involved with the teaching, learning, and support for pupils. This includes Senior Managers, Board of Directors, paid staff, sessional staff, volunteers and students.

**Responsibilities**

Overall responsibility for this policy lies with the ALNCo and Head of 11-16 Education. ACT Schools adopts a whole school approach to meeting the needs of pupils. All staff are responsible for meeting the needs of ALN pupils through high quality differentiated teaching and support. Staff are responsible for supporting the identification of pupils who may require ALP/specialist support and referring to the ALNCo for support.

The ALNCo with the support of the Inclusion team will:

* Manage the day to day operation of the School’s ALN policy.
* Manage the resource and offer of additional learning provision.
* Develop, maintain and review Individual Development plans (IDPs).
* Act as a source of expertise on ALN and provide advice to teaching staff on inclusive practice and support strategies.
* Maintain the School’s ALN register.
* Track and monitor the progress of ALN pupils and the effectiveness of ALP.
* Ensure reasonable adjustments and access arrangements for exams and assessments.
* Professional support to staff to ensure early identification, assessment and planning to meet the ALN needs of pupils.
* Work strategically with the Head of 11-16 Education and Schools Advisory Board to ensure that the school meets its responsibilities under the Act, Code and Equality Act 2010.
* Manage the transition between legislative frameworks and ensure pupils with statements of educational needs, school action and school + are fully supported and transitioned to the new system.
* Effective communication with parents/guardians of ALN pupils.
* Support the transition of pupils with ALN to other school settings, FE and training.
* Liaison with other agencies to ensure cohesive collaborative support for ALN pupils.

**Communication and Storage**

This policy will be communicated via IRIS HR and will be stored on IRIS HR under School Policies & Procedures. The ALNCo will also provide training to all practitioners on the procedures laid out in this policy.

**Processes and Procedures**

**Identification, assessments and planning for Additional Learning Needs**

**Pupil Passports**

All pupils will have Pupil Passports in place at ACT Schools. Pupil Passports provide a summary of what’s important to the pupil, how they would like to be supported and their likes and dislikes. Pupil Passports are completed by the Outreach staff when meeting a new pupil prior to them beginning at ACT Schools. New Pupil Passports will be completed with existing pupils at the start of the academic year by support staff.

**Individual Learning Plan (ILP)**

All pupils have an ILP in place with personalised targets to support their holistic progress in school using Provision Maps. Holistic targets are reviewed and recorded weekly by the allocated support staff of the class and reviewed termly via Provision Maps. Core progress steps are recorded for the pupils’ numeracy and literacy skills development. ILP’s will also include assessment information and provisions in place to support the pupils.

**Individual Development Plan (IDP)**

As highlighted and outlined in ACT Schools universal learning provision, all pupils will be provided with an Individual Development Plan (IDP). As ACT Schools is a specialist provision, we will provide all pupils with the opportunity to have an IDP in place to support them in school and with their transition from and to mainstream provisions and further education. ACT will host and chair the Person-Centred Planning (PCP) meetings for the local authority to attend, create and maintain the IDP’s for pupils. Sufficient mechanisms are in place to gather information about the pupils.

Some local authorities recognise that pupils who are referred to them via ALN Panels from mainstream provisions for an IDP, have been referred to ACT Schools as a specialist school, therefore do not require a Notification of ALN. This also includes existing pupils within ACT Schools. However, other local authorities require a Notification of ALN to process and develop an IDP. ACT Schools works collaboratively with the local authorities to provide the best outcomes for the pupils.

All pupils with existing SEN Statements of Need will be transferred to an IDP.

**Assessments (Testwise - Lucid Exact and Baseline Assessments)**

All pupils complete the Lucid Exact Assessment prior to attending ACT Schools. An extensive report is provided to all staff explaining the pupils Lucid Exact scores with strategies and recommendations in place to support them in class. Further diagnostic assessments are completed with pupils that have significantly below average scores across their cognitive profile in their Lucid Exact report. If further diagnostic assessments are completed with pupils that show significant and persistent difficulties in class they are referred to Schools ALN panel.

Baseline assessments are completed by all pupils termly to determine their chronological ages, progression and development in Mathematics, English, Spelling and Reading. Baseline assessment reports are completed each term to provide information to the local authorities.

**Schools ALN Panel**

Pupils will be referred to ALN panel via a referral document. Teaching/Support staff will refer pupils to ALN panel for further support in class and for examinations to access the additional learning provision. ALN panel will review the referral form from the staff member and discuss outcomes for the pupil. ALN panel will continue to monitor and review the progress of pupils referred. Please see Additional Learning Provision for more information. For more information about Schools ALN panel select [here.](https://acttraining.sharepoint.com/sites/ACTSchools2023-245/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FACTSchools2023%2D245%2FShared%20Documents%2FAcademic%20Year%202023%20%2D2024%2FALN%2FALN%20Panel%2FSchools%20ALN%20Panel%20Information%2Epdf&parent=%2Fsites%2FACTSchools2023%2D245%2FShared%20Documents%2FAcademic%20Year%202023%20%2D2024%2FALN%2FALN%20Panel)

**Banding of pupils**

Pupils will be carefully grouped based on their numeracy and literacy skills to ensure a conducive learning environment. The categorisation of pupils into bands will be determined through a comprehensive assessment, which includes both baseline assessments, Lucid Exact assessments and observations by the tutors. This approach allows for a dynamic learning experience, enabling pupils to progress within their assigned band or move to a more suitable band based on their growth and progress in the classroom. Banding review meetings will be held half termly with staff to ensure movement between bands remains fluid and is appropriate for the pupils. Year 11 pupils will be unable to move into a different band after Spring. Therefore, Year 11 pupils will be entered into the correct banding prior to Spring, to ensure they are entered for the correct qualifications suitable to their needs.

**Procedures**

**Identification, Assessment and planning for Additional Learning Needs**

**Person Centred Practice (PCP)**

**Individual Development Plan (IDP) process**

**ALN Panel**

**Baseline Assessments**

**Lucid Exact Screener**

Teaching/support staff to make referral to ALN panel via online Forms document.

Further diagnostic assessment completed if Lucid Exact scores are a concern or identified by the staff as needing extra support in class via ALN Panel.

Lucid Exact report sent to all staff. Targeted provisions/interventions to be put in place to support pupil in class.

All pupils to complete Baseline Assessments.

PCP’s are to be completed with pupils (EOTAS) without a statement of educational needs.

PCP’s are to be completed with pupils with statement of educational Needs.

In class targeted support to be implemented by Intervention Worker and support staff.

Analysis of Baseline Assessment to provide an understanding of the pupils chronological ages.

Individual Learning Pan (ILP) created for pupils with personal targets and provisions in place to support the needs of the pupils.

ACT Schools to support Local Authorities with PCP/IDP process.

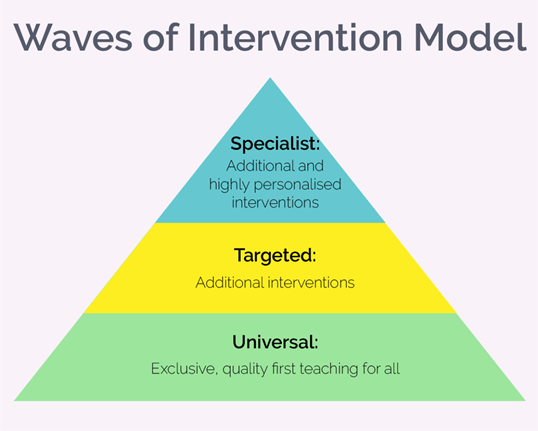
Further diagnostic assessments completed with pupil by ALNCo or Schools Inclusion Officer.

Termly Reports provided to Local Authorities.

Further support for pupil provided by Schools Inclusion Officer and Intervention Worker.

**Graduated Approach to Meeting Pupil Needs (Whole School Inclusive Practice)**

The school have developed a graduated approach to meeting pupil needs.



As set out in the Code, all staff are responsible for pupils with an ALN and the 4-stage approach outlined below is for all staff not just the ALNCo. As part of the graduated approach (Waves Provision Model) the school implements the cycle assess, plan, do, review.

Pupil and family at the centre of the process

**ACT Schools Universal Learning Provision (ULP)**

ACT Schools endeavour to meet the needs of most pupils through our Universal Learning Provision (ULP) offer. Our ULP offer is significantly larger than most independent schools. However, since the COVID-19 pandemic we believe that the nature of the needs of pupils that have been referred to ACT Schools has been significantly higher and they require more support. Therefore, ACT Schools reviewed their ULP and ALP offer to support the needs of the pupils. ACT Schools should meet the needs of most pupils through our ULP offer but some individuals may require access to the Additional Learning Provision (ALP).

**ACT Schools Additional Learning Provision (ALP)**

ACT Schools’ ALP offer has a more targeted approach than the ULP offer. We recognise that some pupils may not be able to access ACT Schools ULP offer and will require more specialised interventions and support. In order for pupils to access the ALP offer, they will need to be referred to ALN panel via a referral form (please see processes and procedures). Specialist targeted support can be implemented to support the pupil via a range of academic interventions and diagnostic assessments.

[ACT Schools Universal Learning Provision and Additional Learning Provision](https://acttraining.sharepoint.com/sites/ACTSchools2023-245/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FACTSchools2023%2D245%2FShared%20Documents%2FAcademic%20Year%202023%20%2D2024%2FALN%2FULP%20and%20ALP%20Offer%20ACT%20Schools%2Epdf&parent=%2Fsites%2FACTSchools2023%2D245%2FShared%20Documents%2FAcademic%20Year%202023%20%2D2024%2FALN)

**Parent Liaison**

ACT Schools will:

* work in partnership with parents and guardians to facilitate two-way communication regarding learning needs and progress.
* utilise parent/guardian input to gain knowledge of the pupil and ensure that this is considered in the planning and design of additional learning provision.

**Links with External Agencies**

ACT Schools will:

* discuss concerns and contribute to problem solving and developing strategies for pupils when issues and concerns arise.
* Make use of the specialist knowledge available within external teams to better support pupil success.
* Gain enhanced knowledge about specific pupils from professionals and provide feedback as required.

**Transition Planning**

ACT Schools will:

* Support all pupils with ‘planning for my future’
* Ensure all pupils have a person-centred transition plan
* Work at a multi-agency level to ensure effective transition support to post-16 and adulthood

**Document / Policy Change Request**

Any changes to the policy and procedure will be overseen by the ALNCo and Head of 11-16 Education.

**Document / Policy Reviewing and Approving**

The document will be reviewed annually by the ALNCo and Head of 11-16 Education.

**References**

This policy has been written in conjunction with the following legislation and guidance:

* Additional Learning Needs and Education Tribunal (Wales) Act 2018
* Additional Learning Needs Code Wales 2021
* Equality Act 2010
* Special Educational Needs Code of Practice Wales 2002
* Education Act 2002 and 2014