



**Newport's LDC ALN Policy
St Julian's School**

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Contents

Section	Content
1	Introduction
2	Context
3	Admission Requirements
4	Provision
5	Identification, Assessment, Monitoring and Review Procedures of ALN Students
6	Curriculum Provision
7	Allocation of Resources
8	Complaints Procedure
9	Monitoring, Review and Evaluation of the LDC
10	Staffing and External Links

Section 1

1. Vision:

St. Julian's is committed to providing appropriate and high-quality education to all the children in our school. We believe that all children, including those identified as having Additional Learning Needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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.

St. Julian's is committed to Inclusion: *a school for all where everyone succeeds*. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have previously experienced difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences, needs and learning styles. (see the *Equal Opportunities Policy for more information*).

The Learning Development Centre (LDC) is a Newport LA Learning Resource Base for students with moderate to severe learning difficulties (MLD and SLD). There are 60 places (12 per year group, Year 7 to Year 11) supported by a team of five ALN teachers and 9 Teaching Assistants.



2. Rationale:

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:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- LGBT learners
- learners with special educational needs
- learners with disabilities and medical difficulties
- those who are able 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

3. Objectives:

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

To fulfil our vision, the LDC:

- Ensures the new ALN Bill for Wales (2021) and previous AEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the LDC.
- Ensures equality of opportunity and the elimination of prejudice and discrimination against students with ALN
- Monitors the progress of all students with ALN, identifying needs as they arise and providing support as early as possible to ensure positive academic outcomes.
- Provides full access to the curriculum through differentiation by teachers, the ALNCo and support staff.
- Ensures that students with ALN are perceived positively by all members of the school community and that ALN and inclusive provision are positively valued
- Ensures the individual needs of students in the LDC are met
- Enables students to move on from the LDC well-equipped in the basic skills of literacy, numeracy and social independence.
- Involves parents/carers in plans to meet their child's additional needs
- Involves students in the planning and decision-making that affects them

Section 2

4. The LDC Team

Head of the LDC (Learning)

Head of the LDC (Pastoral)

LDC Teachers

Teaching Assistants who support in-class, teach students in withdrawal groups, assist students with BESD and carry out administrative work.

Outside agencies working within the LDC

5. ALN Specialism

The Head of the LDC (Learning) has a Masters qualification for teaching students with ALN needs

The LDC Team has been trained for:

- Positive Behaviour Management
- Positive Handling
- ASD

- Restorative Justice
- Bereavement Counselling
- Team Teach
- SpLD Teaching
- Anger Management
- Circle Time

6. Facilities

The LDC is based in the main building. It has five teaching rooms and an area for withdrawal support work which is also used as an office. In addition, the LDC has been allocated space to develop a sensory room to support students with sensory needs.

7. Learning Support

The LDC works closely with Learning Support but retains its own management structure.

Section 3

- All admissions for places in the LDC (both for Y7 start and also within year transfer) must be decided and allocated by the LA's ALN Panel.
- Students are admitted to the LDC according to the LA Admissions Policy in consultation with St Julian's School.
- The Head of the LDC (Pastoral) visits all feeder primary schools in the year before admission. Information on students' needs and provision is communicated to all relevant staff.
- The Head of the LDC (Pastoral) attends Annual Statement Reviews of students in Year 6 who have been offered a place in the LDC.
- Students' records and files are received by September each year or before a within-year transfer student starting at the LDC
- Pre-visits are arranged to the LDC for all new students.
- A new parents' meeting is held in the summer term before admission (or before the child starts at the LDC)
- Any parent requesting a place for their child needs to approach the ALN Panel in the LA in the first instance.

In addition, whilst we can make reasonable adjustments, and do understand students with medical needs may require additional provision, students within the LDC can:

- Verbally communicate clearly
- Behave in line with school policy and expectations, including receiving rewards and sanctions; reasonable adjustments are made for students with BESD
- Be fully toilet trained (although intimate care can be provided for medical reasons)

As the LDC can only accommodate 12 students within a year group, at the Allocations Panel meeting, the 12 most appropriate students would be offered a place.

Section 4

8. Procedures

- The Head of the LDC (Pastoral)/Head of the LDC (Learning) meets with parents and Outside Agencies at Annual Statement Review meetings to discuss student progress, review targets and set new targets if appropriate.
- The Head of the LDC (Pastoral)/Head of the LDC (Learning) ensures that all concerns expressed are followed up.
- Reviews may be held more frequently than once each year for some students.
- In addition to Annual Reviews, parents are also invited into school for PCP and Progress Evenings where targets and progress can be reviewed
- Subject teachers are made aware of issues arising from Individual Development Plans (IDPs) and behaviour targets through literacy and numeracy data, staff shared area and SIMS.
- The Head of the LDC (Pastoral)/Head of the LDC (Learning) ensures that good practice is shared throughout the LDC.

9. Organisation of teaching groups

9.1 KS3

Students in KS3 are taught in year groups for all subjects except Literacy, humanities and numeracy as these are set in Years 8 and 9. During literacy sessions, students are organised into groups according to their ability and focus on the phonological and skill development of students.

Withdrawal groups are widely used and focus on BEST and ELSA. Some small groups may also focus on CoMIT and personal hygiene.

9.2 KS4

Courses are available at Entry Level in a wide range of subjects. Students, occasionally, can access a GCSE e.g. Art, if appropriate.

10. Statemented students/Students with IDPs

All students in the LDC have a Statement of Educational Need or an IDP. The Head of LDC (Pastoral) is responsible for ensuring that the special provision laid out in the statement is met. These statements are being transferred to IDP under the new ALN Bill 2021. This will be completed by September 2025.

11. Emotional, Social and Behavioural Difficulties

Students with difficulties of these kinds are supported in several ways:

- Withdrawal groups such as COMIT, BEST and ELSA
- Through other strategies e.g. Restorative Justice, social stories, lego therapy, and personal hygiene

12. Teaching Strategies / Differentiation

The LDC Team is available to advise on teaching strategies and differentiation to the mainstream staff who teach students from the LDC. ALN advisors within EAS, the LA and the Educational Psychology Service also support the team.

Section 5

13. Identification of students with ALN.

- Liaison with partner primary, and other schools
- Information from KS2 results and internal screening tests
- Referral by parents
- Referral by staff

14. Assessment of students with Additional Learning Needs.

- Information from an existing statement
- Administration of diagnostic and other tests
- Information seeking from subject teachers
- Liaison with parents
- Liaison with outside agencies, as appropriate
- Information gathering from student records

15. Monitoring and Review Student Progress

- Student progress is monitored through assessments, data captures, behaviour points and in-class support and may include observations of behavioural, emotional and social development
- Reviews follow procedures set out in the ALN Code for Wales, 2021
- Reading and numeracy tests are administered at the end of each term to monitor literacy and numeracy progress, evaluate the work of the Resource Base and identify students making insufficient progress.

16. Documentation

All documentation including setting up IDPs, review procedures and requesting statutory assessment follow the guidelines provided by Newport City Council. The paperwork can be found in the LA file – Criteria for Assessment.

Section 6

- All students in Years 7 and 8 follow Schemes of Learning that are suitably differentiated and meet the Curriculum for Wales..
- All students in Year 9 largely follow the National Curriculum, suitably differentiated (*this is subject to change as per the Curriculum for Wales timescales*).
- LDC students are disapplied from some subject areas, eg. MFL
- Identified students receive withdrawal support linked to their learning needs
- In-class support
- Use external agencies to provide advice/strategies to increase student access
- In exceptional circumstances, disapplying students from a curriculum area (eg, Welsh) can be arranged if the Governing Body agrees.
- Communication of student needs, levels and general information to inform teachers via SIMS and the staff-shared area on the intranet.
- Children with sensory or mobility impairment or specific learning difficulties may access the curriculum through specialist resources
- Extracurricular activities are open to all students but these are not supervised by LDC staff
- Access to information:
 - a. All children requiring information in formats other than prints can have this provided
 - b. Printed materials are adapted
 - c. Alternatives to paper and pencil recording may be provided

17. Integration

Opportunities for integration are taken whenever possible. This is in the form of assemblies, sports day and any other events which take place throughout the school year.

18. Incorporating disability issues into the curriculum.

- PSE/Life Skills addresses issues of disability, difference and valuing diversity
- Any students with a disability are encouraged to participate in the wider life of the school community.
- School resources reflect the diversity of the wider community
- All students can access visits, trips and after-school activities.

Section 7

19. Students in the LDC are provided with appropriate support:

- Withdrawal support
- In-class support
- Monitoring by the Head of LDC (Pastoral) and Head of LDC (Learning)
- Support from external agencies where appropriate

The Governors and Headteacher allocate resources to ensure that the LDC can meet the needs of the students in their care.

Section 8

20. Procedures

If a complaint needs to be made, there are several ways to raise it:

- With staff via the review process
- With staff via informal comments
- For parents to contact the school directly
- For students - comments can be made at the time of review
- The school's Complaints Procedure details the steps that parents/carers and students may take if a concern is unresolved.

Section 9

21. Evaluation

- Learning reviews of all staff annually
- Individual student review
- Improvement in reading/spelling and numeracy at ages
- Improvement in behaviour
- Students' increased ability to access the curriculum in subject areas
- Annual department review
- Student/Parent Satisfaction

22. Review of the LDC at St Julian's School Policy

A review will take place every two years and following a school inspection.

Section 10

23. CPD for Additional Learning Needs Staff

- Training needs are identified in the School Development Plan and through Performance Management (Teachers) and Personal Development Plans (Support Staff).
- INSET is arranged to match individual staff targets and the emerging needs of students

24. Use made of teachers/facilities from outside the school including support services

- The ALNCO cluster group meet at St Julian's once each term

- Cluster/phase Additional Educational Needs meetings are arranged by the LA
- A whole range of support services is available:
 - Educational Psychology Service
 - Education Welfare Services
 - School Nurse
 - Social Services
 - Child and Adolescent Mental Health Services
 - Careers Wales
 - Hearing Impaired Service
 - Visually Impaired Service
 - SEN section of Newport City Council
 - Gwent Ethnic Minority Support Services

25. Links with other mainstream / special schools

- The LDC serves the city of Newport. Students from the LDC can transfer partially or completely into the mainstream, as their progress allows. Under special circumstances, students can transfer from mainstream to LDC placement, with the agreement of the LA and the Headteacher.
- Good networking exists with cluster secondary schools.
- Students from the LDC have accessed support in the Bridge Achievement Centre. Close contact exists to attempt reintegration, whenever possible.
- If necessary a more appropriate curriculum can be designed for disaffected students by the Head of LDC in close consultation with parent/carer and student.

26. Links with Health and Social Services, Education Welfare Service and any voluntary organisations.

- A school nurse can be contacted regarding health issues.
- Other health organisations such as Speech and Language and Community Psychiatric Nurses are available
- Social Services are usually contacted through a named social worker for a particular child. A duty social worker is also available for advice/referral
- The school has an Education Welfare Officer who works closely with the Head of the LDC (Pastoral) to promote good attendance
- The LDC staff are fully aware of the school's Child Protection Procedures. The Head of the LDC (Pastoral) can deal with any concerns which arise

27. Arrangements for partnership with parents

The school operates an open door policy for parents. Parents may telephone, e-mail or write to discuss any concerns; meetings are arranged at mutually convenient times. The Head of the LDC (Pastoral)/Head of the LDC (Learning) ensures that parents/carers are involved at all stages of the education planning process. When a student starts at the school we ask parents/carers about their access needs.

Some examples of opportunities for staff and parents to work together are

- Year 5-6 Statement Reviews before entry

- Year 6-7 transition process
- Parents' evenings
- PCP evenings

Parents are contacted:

- When a student requires withdrawal support: mainly by telephone or by letter if personal contact cannot be made
- When Individual Development Plans are reviewed or set
- When Annual Review paperwork is compiled parents are asked to complete a comments sheet
- When Annual Reviews are imminent parents are invited to attend and reminded before the meeting
- LDC Parents' Evenings are held five times each year with an additional two PCP evenings each year

The LDC policy is to establish good links with parents/carers. We aim to adopt a friendly, professional manner in all forms of communication. Strong links are forged with parents; the frequency of communication is usually related to the student's needs. Whilst we are required by the ALN Code for Wales, 2021 to conduct formal Annual reviews with paperwork from the LA, we aim to be friendly and approachable so that parents/carers can feel relaxed and at ease.

In review meetings, the Head of the LDC (Pastoral)/Head of the LDC (Learning) tries to ensure that a student's strengths as well as areas for development are discussed. IDPS and OPPs may include targets to work towards at home and parents/carers are always invited to contribute their views to the review process. Annual Statement/IDP Reviews are copied to parents/carers.

28. Links with other policies

- Equality
- Additional Learning Needs (ALN)
- Complaints
- Safeguarding and CP Policy

Glossary

ALN	Additional Learning Needs
ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
BEST	Behaviour and Emotional Support Team
CPD	Continuing Professional Development
EAL	English as an Additional Language
HI	Hearing Impaired
HODs	Heads of Department
IDPs	Individual Development Plan
INSET	In Service Training
ITT	Initial Teacher Training Students
KS	Key Stage
LA	Local Authority
LDC	Learning Development Centre
PSE	Personal and Social Education
SEB	Social and Emotional Behaviour
SEN	Special Educational Needs
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
VI	Visually Impaired