



**ALN - Learning Support
St Julian's School**

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Section 1 - Introduction

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. 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*).



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, our school:

- 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 school.
- Ensures equality of opportunity and the elimination of prejudice and discrimination against children with ALN.
- Monitors the progress of all ALN pupils, 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, ALNCo and support staff.
- Provides specific input, matched to individual needs, for those students identified as requiring a One Page Profile (OPP)
- 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 that we can meet the needs of students at St Julian's School.
- Enables children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- To involve parents/carers in plans to meet their child's additional needs.
- To involve students in the planning and decision-making that affects them.

Section 2 - Context

4. The Learning Support Team

- ALNCo who is also a member of Leadership Team (HH)
- Learning Support (LS) Coordinator
- Deputy LS Coordinator
- Teaching Assistants (TA) who support in-class, teach pupils in withdrawal groups, support pupils in Internal Exclusion, help pupils with SEBD and carry out administrative work
- Outside agencies working within the school

The Learning Support Team has been trained for

- Positive Behaviour Management
- ASD
- Restorative Justice
- Bereavement Counselling
- Solution-Focused Therapy
- SpLD Teaching
- Team Teach

In addition, three additional teams provide support within the school:

- Welfare Coordinator
- Student Support Centre
- CWTCH

5. Facilities

The LS team is based in the Jubilee building. It has two large teaching rooms, a small classroom, an intervention room for withdrawal support work, a conference room, an office and storage facilities. The ALNCo is also based within the building.

6. Learning Development Centre

The LDC has a separate staffing structure. It is a Local Authority resource available to pupils throughout Newport and places are allocated on need by the LA. *(See LDC Policy)*

Section 3 - Admission Requirements

- The LS Coordinator/Deputy Coordinator attend Annual Statement/Individual Development Plan (IDP) Reviews of students from the catchment area from Year 6
- The LS Coordinator attends termly cluster ALNCo meetings where the needs of ALN pupils and ALN matters are discussed
- Students are admitted to the school according to the LA Admissions Policy; students with ALN are admitted to the school in the same way as all other pupils.
- The Learning Support Coordinator, along with the Progress Leader, visit partner primaries and all other schools sending pupils to St Julian's in the year before transition. Information on pupil needs is communicated to all departments via ALN Profiles on the staff-shared area on the intranet.
- Student records and files are passed on by September each year
- Pre-visits are arranged to the school and the LS Department, as required, for individual and small groups of students.

Section 4 - ALN Provision

- The LS Coordinator and Deputy Coordinator meet with parents, professionals and Progress Leaders in Annual Statement/IDP Review meetings to discuss additional needs, and academic progress and to review documentation.
- The ALNCo and LS Coordinator are informed of concerns through the school's referral processes, identification processes including transition and through parents/carers.
- The ALNCo and LS Coordinator discuss issues from these referrals with the referrer.
- Reviews may be held more frequently than twice a year for some children.

- Subject teachers are made aware of issues arising from IDPs and behaviour targets through literacy data, ALN Profiles, staff bulletin, emails and SIMS.
- The ALNCo and LS Coordinator monitor planning for AEN and assist subject teams with their planning.
- The ALNCo and LS Coordinator provide feedback from lesson observations.
- The ALNCo and LS Coordinator ensure that good practice is shared throughout the school.

7. Organisation of teaching groups

Each year group is divided into two bands (largely via forms) which are then divided into teaching groups. Heads of Departments can choose how to form these groups: some opt for mixed ability, others for setting. Smaller departments can be clustered together: here the Progress Leaders place students into classes.

8. Statemented / IDP Students

The ALNCo is responsible for ensuring that the special provisions laid out in the statements/IDPs of students are met.

9. Literacy/Numeracy

Special provisions for withdrawal support for pupils with literacy/numeracy difficulties, whether they have statements/IDPs or not, are available within LS. This support is delivered in small groups by a TA.

10. Emotional, Social and Behavioural Difficulties

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

- Regular meetings (timetabled) with the Welfare Coordinator.
- Drop-in sessions for students to LS/CWTCH
- Through other strategies – circle of friends, restorative justice, solution-focused therapy and various forms of counselling.
- Year Teams (PLs and FTs) also provide support.
- Referral to the Student Support Centre.

11. Teaching Strategies/Differentiation

The Learning Support Team is available to advise on teaching strategies and differentiation. Professional Learning is provided through INSET time and Student Support Briefings to ensure all staff have a clear understanding of strategies available to support students with ALN.

In addition, all identified students have an OPP which informs all staff of strategies that help support individual students.

12. Year Teams

- Provide support and guidance
- Assist in the completion of up-to-date student profiles for internal/external use
- Progress Leaders attend Annual Statement/IDP Reviews.

Section 5 - Identification, Assessment, Monitoring and Review

13. Identification of ALN Pupils

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

14. Assessment of ALN Pupils

- Assessment of referrals by LS Team and initiation of appropriate investigation
- Information from an existing Statement/IDP
- Administration of diagnostic and other tests
- Information gathered from subject teachers (where it is considered necessary)
- Liaison with form tutor and Progress Leader
- Liaison with parents
- Liaison with outside agencies, as appropriate
- Information gathering from student records

15. Monitoring and Review Procedures

- Pupil progress is monitored through data captures and reporting by class teachers, HoDs, Progress Leaders and the LS Coordinators
- Pupil progress is also monitored through in-class support and may include observations of behavioural, emotional and social development; progress is also monitored through withdrawal teaching
- Reviews follow procedures set out in the Code of Practice (they take place twice a year, one being an Annual Statement Review for statemented pupils)
- Reading Tests are administered at the end of Years 7, 8, 9, 10 to monitor literacy progress, evaluate the work of the department and identify pupils making insufficient progress
- Departments, House Teams and Assistant Headteachers monitor the organisation of teaching groups. These will act on any concerns which are raised in consultation with the Learning Support Coordinator.

16. Documentation

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

Section 6 - Curriculum Provision

- 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*).
- There are ALN groups, with smaller numbers of students, in Years 7 - 11
- Some departments (or clustered departments) may also create additional lower ability groups
- Identified students receive withdrawal support linked to their learning needs
- In-class support
- Use of external agencies to provide advice/strategies to increase student access
- In exceptional circumstances a disapplication from a curriculum area can be arranged via the Governing Body
- Support in examinations in Years 7 - 9 as identified by the school
- Support in Years 10 - 13 according to the criteria set down by the examination boards
- Communication of student needs, levels and general information to inform teaching via ALN Profiles, One Page Profiles on Classcharts, Student Support Briefing (SSB) fortnightly, staff bulletin, SIMS and staff shared areas on the intranet
- Supported reintegration to school for students with SEBD needs via the LS team and SSC
- Children with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources
- Extra curricular activities are open to all pupils
- Access to information
 - a. All children requiring information in formats other than print have this provided
 - b. Printed materials are adapted
 - c. Alternatives to paper and pencil recording may be provided

17. Integration

All mainstream children are fully integrated into the school.

18. Incorporating disability issues into the curriculum

- PSE addresses issues of disability, difference and valuing diversity
- Students with disabilities and medical difficulties are encouraged to participate in the wider life of the school community
- School resources reflect the diversity of the wider community
- All students are able to access visits, trips and after school activities.

Section 7 - Resources

19. Students identified as having ALN are provided with appropriate support:

- withdrawal support

- in-class support,
- monitoring by LS, Year and Subject Teams,
- support from external agencies,
- guidance and support from the SSC/Wellbeing team

The Governors and Headteacher allocate resources to ensure that the LS Team is able to meet the needs of pupils in its care

At the start of each school year, the ALNCo, LS Coordinator and the LS Team allocate support to pupils in line with their needs and the Code of Practice. The ALNCo is responsible for the day to day monitoring of this support.

Section 8 - Complaint Procedures

20. 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 - Monitoring, Review and Evaluation of ALN

21. Evaluation of ALN

- Individual student review of OPPs
- Improvement in reading/spelling ages
- Improvement in behaviour
- Student's increased ability to access the curriculum in subject areas
- Annual department review
- Student/parent satisfaction
- Review of the numbers of students requiring support (especially withdrawal support) through the Key Stages
- Review of the numbers of students on the ALN monitoring register

22. Review of ALN Policy

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

23. CPD for ALN 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.
- The ALNCo ensure that appropriate training is made available for ITT students, NQTs and the staff as a whole

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

- Cluster ALNCoS meet at Glan Usk with the LS Coordinator St Julian's once a term
- Cluster/phase ALN days are arranged by the LA
- A whole range of support services is available:
 - Educational Psychology Service
 - Behaviour Support Team
 - Education Welfare Services
 - Social Services
 - Child and Adolescent Mental Health Services
 - School Nurse
 - Dyslexia Service
 - Careers Wales
 - Home Tuition
 - H I Service
 - V I Service
 - Speech and Language
 - Counsellor for the Deaf
 - SEN Adviser and advisory teachers
 - SEN Section of Newport City Council
 - Gwent Ethnic Minority Support Service

25. Links with other mainstream/special schools

- St Julian's has a Learning Resource Base which serves the city of Newport - the Learning Development Centre. Students from the LDC can transfer partially or completely into Mainstream, as progress allows. Under special circumstances, students can transfer from mainstream to LDC placement, with the agreement of the LEA and the Headteacher
- Good networking exists with cluster/secondary ALNCoS. Students from St Julian's are in Bridge Achievement Centre. Close contact exists to attempt re-integration, whenever possible
- A more appropriate curriculum for disaffected students is designed by the Assistant Headteachers for Achievement and Support in close consultation with parent/carer and student.
- ALN information is also shared with collaborating schools at Post 16 via IDP or OPP when relevant or appropriate.

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

- A school nurse can be contacted regarding health and wellbeing issues
- Other health organisations such as Speech and Language and Community Psychiatric Nurses are available
- Social Services is 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 with the Progress Leaders, Attendance Officer, LS and Leadership Team members to promote good attendance
- The LS team will work with the cluster Preventative Services Group as this Service becomes available
- The LS team is fully aware of the school's Child Protection Procedures.

As stated in the ALN Code for Wales 2021, the school aims to work with all external agencies for the benefit of the child. We aim to promote multi-agency working, whenever possible.

27. Arrangements for partnership with parents

The school operates an open door policy for parents. Parents may telephone or write to discuss concerns; meetings are arranged at mutually convenient times. The ALNCo and LS Coordinator ensure 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
- Year 7 Form Tutor Evening
- Academic Review Day

Parents are contacted:

- When a student requires withdrawal support (mainly by phone; by letter if a personal contact cannot be made)
- When IDPs are sent out to be signed
- When review comments are sent out: parents are asked to complete a comments sheet
- When Annual Reviews are imminent, parents are invited to attend and reminded prior to the meeting

The departmental 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 child's needs. Whilst we are required by the Code of Practice to conduct formal Annual Reviews with paperwork from the LA, we aim to be friendly and approachable so that parents can feel relaxed and at ease.

In review meetings, the LS team tries to ensure that a child's strengths as well as weaknesses are discussed. 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; comments are also sent home after reviews of non-statemented/IDP students.

28. Links with other policies

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

Glossary

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
ASD	Autistic Spectrum Disorder
BEST	Behaviour and Emotional Support Team
CPD	Continuing Professional Development
EAL	English as an additional language
ESBD	Emotional, Social and Behavioural Difficulties
HI	Hearing Impaired
IDPs	Individual Development Plan
INSET	In Service Training
ITT	Initial Teacher Training Students
KS	Key Stage
LEA	Local Education Authority
LS	Learning Support
NQT	Newly Qualified Teacher
PL	Progress Leader
PSE	Personal and Social Education
SEB	Social and Emotional Behaviour
SEN	Special Educational Needs
SpLD	Specific and Learning Difficulties (Dyslexia)
TA	Teaching Assistant
VI	Visually Impaired