



**Newport's
Learning Development
Centre
ALN Policy
'Success Starts at School'
St Julian's School**



Date Policy updated	February 2023
Ratified by Governors	February 2023
Reviewed by	Miss Hook, Deputy Headteacher

Chair of Governors: Deborah Davies

Head Teacher: Dean Curtis

Deputy Head Teacher with LDC Responsibility: Sarah Hook

Head/ALNCo of LDC: Carolyn Cook

Deputy Head of LDC: Kate James

ALN Governor: Irene Cameron

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Policy ratified by Governing Body - June 2021
Policy to be next reviewed - Spring Term 2023

INTRODUCTION

St. Julian's is committed to providing an 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.

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

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.

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 10 Teaching Assistants.

Section 1 – ALN Provision

1. The LDC Team

Head of LDC / ALNCo

Deputy Head of LDC

LDC teachers

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

Outside agencies working within the LDC

ALN Specialism

- a. The Head of LDC has a Masters qualification for teaching students with ALN needs
- b. 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

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.

Learning Support

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

2. Objectives

- a. To ensure the ALN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the LDC.
- b. To ensure equality of opportunity and the elimination of prejudice and discrimination against pupils with ALN
- c. To monitor the progress of all students with ALN, identifying needs as they arise and providing support as early as possible to ensure positive academic outcomes.
- d. To provide full access to the curriculum through differentiation by teachers, the ALNCo and support staff.
- e. To ensure that students with ALN are perceived positively by all members of the school community and that ALN and inclusive provision are positively valued
- f. To ensure the individual needs of pupils in the LDC are met

- g. To enable students to move on from the LDC well equipped in the basic skills of literacy, numeracy and social independence.
- h. To involve parents / carers in plans to meet their child's additional needs
- i. To involve pupils in the planning and decision making that affects them

3. **Admission Arrangements**

All admission for places in the LDC (both for Y7 start and also within year transfer) must be decided and allocated by the LA's SEN 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 along with the DHoD LDC visits all feeder primary schools in the year prior to admission. Information on students' needs and provision is communicated to all relevant staff.

The Head or Deputy of the LDC attends Annual Statement Reviews of pupils in Year 6 who have been offered a place in the LDC.

Students' records and files are received by September each year or prior to a within year transfer students starting at the LDC

Pre-visits are arranged to the LDC for all new pupils.

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 SEN Panel in the first instance

Criteria for Entry

- a. Y6 students who can be considered for a place at the LDC would be currently attending a Newport LRB
- b. These students would be functioning at:
 - i. English: P8 - Level 1 (or equivalent in the absences of levels with the new CfW)
 - ii. Maths: P8 - Level 1 (or equivalent in the absences of levels with the new CfW)
 - iii. Science: P8 - Level 1 (or equivalent in the absences of levels with the new CfW)
 - iv. Reading Age: 4 years +
 - v. Spelling Age: 4 years +
 - vi. Numeracy Age: 4 years+
- c. In addition, whilst we can make reasonable adjustments, and do understand students with medical needs may require additional provision, students within the LDC can:
 - i. Verbally communicate clearly
 - ii. Behave inline with school policy and expectations, including receiving rewards and sanctions; reasonable adjustments are made for students with BESD
 - iii. 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.

4. Arrangements for co-ordinating educational provision for students in the LDC.

Procedures

The Head of the LDC meets with parents and Outside Agencies at Annual Statement Review meetings to discuss student progress, to review targets and set new targets if appropriate.

The Head of LDC 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 and behaviour targets through literacy and numeracy data, staff shared area and SIMS.

The Head of LDC ensures that good practice is shared throughout the LDC.

Organisation of teaching groups

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.

KS4

Courses are available at Entry Level in a wide range of subjects and OCN Vocational Skills which are Level 1 BTEC courses for some students. In addition pupils access the Asdan Key Steps Award.

Statemented Pupils

All students in the LDC have a Statement of Educational Need. The Head of LDC is responsible for ensuring that the special provision laid out in the statement is met. These statements are being transferred to IDP as in accordance with the new ALN Bill.

Literacy/Numeracy

Withdrawal support for students with literacy / numeracy difficulties is available within the LDC. Individual Development Plans are set up according to the Code of Practice and are reviewed regularly

Emotional, Social and Behavioural Difficulties

Students with difficulties of these kinds are supported in a number of ways:

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

Teaching Strategies / Differentiation

The LDC Team is available to advise on teaching strategies and differentiation to the mainstream staff who teach pupils from the LDC. The team is also supported by ALN advisors within EAS.

Section 2 – Identification, Assessment and Provision for ALN Pupils.

1. Identification, Assessment, Monitoring and Review Procedures.

Identification of Pupils with ALN.

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

Assessment of Pupils with Additional Learning Needs.

- a. Information from an existing statement
- b. Administration of diagnostic and other tests
- c. Information seeking from subject teachers
- d. Liaison with parents
- e. Liaison with outside agencies, as appropriate
- f. Information gathering from pupil records

Monitoring and Review Procedures

- a. Pupil progress is monitored through assessments, data captures, behaviour points and in class support and may include observations of behavioural, emotional and social development
- b. Reviews follow procedures set out in the Code of Practice
- c. 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 pupils making insufficient progress.

The school uses the definition of adequate progress as suggested in The Code of Practice, that is, progress which:

- a. Closes the attainment gap between the pupil and his / her peers
- b. Prevents the attainment gap from growing wider
- c. Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- d. Matches or betters the pupil's previous rate of progress
- e. Ensures full access to the curriculum
- f. Demonstrates an improvement in self help or social or personal skills
- g. Demonstrates an improvement in the pupil's behaviour.

Documentation

All documentation including setting up Individual Development Programmes, 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.

2. Arrangements for providing access to the curriculum for students with Additional Learning Needs.

- a. All students largely follow the National Curriculum, suitably differentiated
- b. LDC students are disapplied from some subject areas, eg. MFL
- c. Identified students receive withdrawal support linked to their learning needs
- d. In-class support
- e. Use of external agencies to provide advice / strategies to increase pupil access
- f. In exceptional circumstances a disapplication from a curriculum area (eg Welsh) can be arranged if agreed by the Governing Body
- g. Communication of student needs, levels and general information to inform teachers via SIMS and the staff shared area on the intranet.
- h. Children with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources
- i. Extra curricular activities are open to all pupils but these are not supervised by LDC staff
- j. Access to information:
 - All children requiring information in formats other than prints can have this provided
 - Printed materials are adapted
 - Alternatives to paper and pencil recording may be provided

3. 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.

4. Incorporating disability issues into the curriculum.

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

5. The allocation of resources amongst students with Additional Learning Needs.

- a. Students in the LDC are provided with appropriate support:
 - Withdrawal support
 - In-class support
 - Monitoring by Head of LDC
 - Support from external agencies where appropriate

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

6. Arrangements for considering complaints about Additional Learning Needs provision within the school

- a. Staff via review process
- b. Staff via informal comments
- c. Parents – direct contact with school
- d. Students - comments at time of review
- e. The school's Complaints Procedure details the steps that parents / carers and pupils may take if a concern is unresolved.

7. Evaluation of Additional Learning Needs Policy

- a. Individual student review
- b. Improvement in reading / spelling and numeracy ages
- c. Improvement in behaviour
- d. Students' increased ability to access the curriculum in subject areas
- e. Annual department review
- f. Student / parent satisfaction

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

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

Section 3 – Information about the school's staffing policies and partnership with bodies beyond the school.

1. CPD for Additional Learning Needs Staff

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

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

- a. The ALNCO cluster group meet at St Julian's once each term
- b. Cluster / phase Additional Educational Needs meetings are arranged by the LA
- c. 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

3. Links with other mainstream / special schools

- a. 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.
- b. Good networking exists with cluster secondary schools.
- c. Students from the LDC have accessed support in the Bridge Achievement Centre. Close contact exists to attempt reintegration, whenever possible.
- d. If necessary a more appropriate curriculum can be designed for disaffected students by the Head of LDC in close consultation with parent / carer and pupil.

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

- a. A school nurse can be contacted regarding health issues.

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

5. 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 LDC ensures that parents / carers are involved at all stages of the education planning process. When a pupil starts at the school we ask parents / carers about their access needs.

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

- a. Year 5-6 Statement Reviews prior to entry
- b. Year 6-7 transition process
- c. Parents' evenings
- d. PCP evenings

Parents are contacted:

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

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 student's need. 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 / carers can feel relaxed and at ease.

In review meetings the Head and Deputy of LDC tries to ensure that a pupil's strengths as well as areas for development are discussed. Individual Development Plans may include targets to work towards at home and parents / carers are always invited to contribute their views to the review process. Annual Statement Reviews are copied to parents / carers.

St Julian's School
LDC

Incident

Information

Parental Interview

Student Name _____ Form _____

Staff Name _____ Date _____

Action

St Julian's School - LDC

To _____ Date _____

Student _____ Form _____

_____ will be withdrawn from your lesson as follows:

Week _____ Day _____ Period/Time _____

Teaching Assistant _____

Please sign and return to the Head of the LDC

Class Teacher _____ Date _____

Dear Parent/Guardian

Please find enclosed a copy of your child's IDP for this term.

I am sorry that I was unable to discuss these targets with you at our recent parents' evening. However, I would be grateful if you could sign and return the enclosed document to me.

If you would like to discuss your child's progress and / or future targets please telephone me to make an appointment.

Thank you for your help in this matter.

Yours sincerely,

Head of the LDC.

Dear

I am writing to you because is not completing home reading.

It is important that he / she practises reading with an adult for ten minutes every evening. has a reading record book in which to record the pages read and any words he / she finds difficult.

I hope you will be able to support with the home reading programme.

Please contact me at school if you wish to discuss this matter.

Yours sincerely,

Head of the LDC

Teaching Assistant contribution to Annual Review

Student -

Form -

Interventions

Extraction	Highlight	Duration of session	Number of sessions per week
BEST			
ELSA			
CoMIT			
Personal hygiene			

(Highlight 1 being excellent progress to 5 no progress)

Attitude to learning	1	2	3	4	5
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Behaviour for learning	1	2	3	4	5
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School Targets

Home Targets

Comments

School targets
Home targets

PCP Paperwork

My Profile

This plan was created by:..... On:

What is great about me?:

What is working?:

What is not working?:

Me!

What is important to me now?:

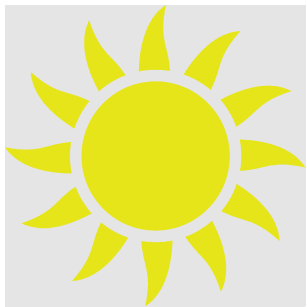
What will be important to me in the future?:

How best to support me?

Important things you need to know about me:

-
-

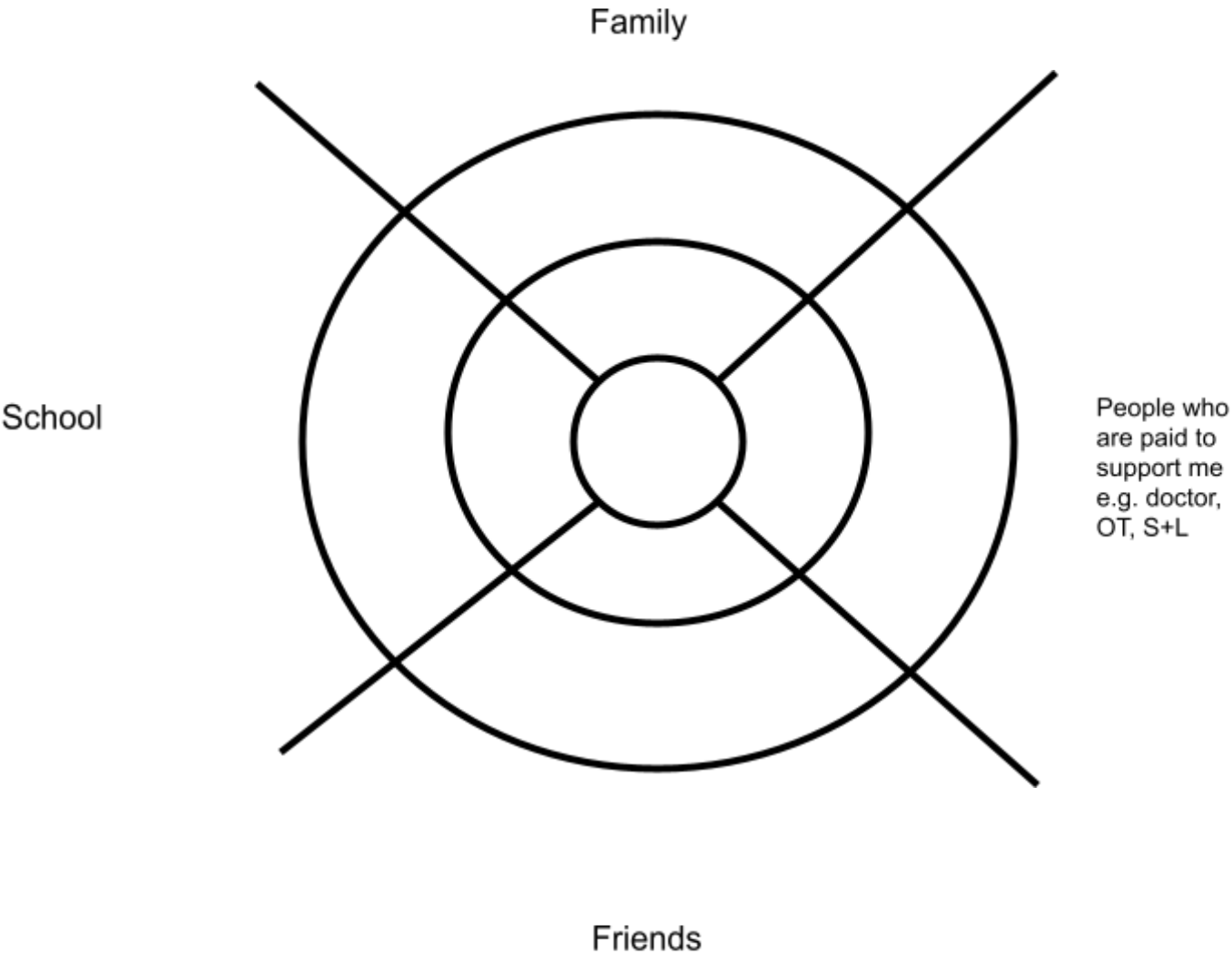
Good Day, Bad Day



Good Day

Bad Day

Relationship Circle



Individual Development Plan

My Target	How will I know I have achieved my target?	What do I need to do?	How often do I need to do it?	Extra Requirements	Who is going to help me?	How well did I do?
1						
2						
3						

Signed by ALNCO / Head or Deputy of LDC	Date:
Signed by Parent / Carer	Date:

Transition Visit Record

Date of visit	
Student	
Year Group	
Current School	
Staff Present	
Primary Needs	
Levels	
Discussions with staff:	
Observations:	
Signed:	

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