

# DARLAND HIGH SCHOOL

## ADDITIONAL LEARNING NEEDS POLICY

October 2019

### Introduction

This policy is one of a suite of policies which supports the school's aim to be a fully inclusive school. There are separate policies on Disability Access, More Able and Talented, English as an Additional Language and Equality. Darland High School does have a significant number of pupils with Additional Learning Needs however, together with an even higher number who need help accessing the curriculum and it is for these pupils that this policy is addressed. All staff employed at Darland High School bear a responsibility for ensuring the progress and success of pupils with ALN, but it falls to the ALN Department to manage the provision and provide leadership to the staff at the school on ALN matters.

This policy is organised into the following sections:

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### Definition of Additional Learning Needs:

According to the revised Code of Practice a child has Additional Learning Needs if he or she has a learning difficulty, which calls for special provision to be made for them at some time during their schooling. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or – have a disability which prevents or hinders them from making use of educational facilities for children of the same school age.

ALN pupils may experience a range of learning difficulties, including emotional and behaviour difficulties, physical or sensory impairment, and common disorders, general or specific learning difficulties. A small proportion of pupils will have a statement identifying ALN.

## Fundamental Principles:

- In keeping with the School Effectiveness Framework (national priorities), Darland High School is committed to narrowing the gap between the achievement of disadvantaged and non-disadvantaged pupils (pupils with ALN are considered disadvantaged).
- Working together, staff will ensure that every pupil will achieve their potential and have access to a broad, balanced, differentiated and appropriate curriculum.
- This inclusive approach is supported by the school's Learning Support Team.
- The school has adopted a graduated response to the pupil's special needs and where necessary brings in increased specialist support to meet the pupil's difficulties. This ensures that the pupil's needs are met through an array of strategies and recognises that there is a continuum of Additional Learning Needs. This model of action and intervention is a means of matching special educational provision to the child's needs and is therefore part of the continuous and systematic cycle of planning action and review within the school to enable all pupils to learn and progress.
- Ours is an inclusive organisation and pupils with ALN are the shared responsibility of all staff. Staff will have appropriate support, provided by the ALN Dept, to ensure they have the knowledge and skills to work with all pupils, whatever their abilities, disabilities, or difficulties.
- Pupils with ALN will be integrated fully into the educational and social life of the school included above.
- Parents are involved as partners in the education of their children and pupil participation is key to successful intervention. Pupils will where possible, participate in all the decision making processes that occur, including target setting, reviews and transition.
- Staff will liaise and co-operate with colleagues in primary and other schools, post 16 institutions and the careers service to ensure the smooth transition of pupils with Additional Learning Needs between different educational phases.
- Staff will work with LA Inclusion Officers and outside agencies such as Educational Psychology and LEA Support Services, ESW, NSPCC councillor to provide the most effective for the pupils.

## Organisation / Coordination

The school has resourced *provisions* for Social / Communication needs, Dyslexia and provides support for pupils with Moderate Learning Difficulties, sensory and physical impairment and speech and language difficulties. Each *provision* has a teacher and a number of experienced teaching assistants. All *provisions* collectively make up the Additional Learning Needs Department, which is accommodated in its own suite of rooms in the school. The philosophy of the department is to consider the needs of each ALN student and construct a support package which may not mean that student receiving support exclusively from a particular *provision*. Consequently, staff working within ALN often move between *provisions*. Leadership and management of the ALN Dept is the responsibility of the Additional Learning Needs Coordinator (ANCO), assisted by the Assistant ANCO.

## Strategies employed to meet the needs of pupils with ALN

- Differentiated teaching methods and tasks in mainstream classes.
- Support of pupils with ALN in mainstream classes by Learning Support Assistants (LSAs) or support of a small group of pupils with ALN by a TA in a mainstream class.
- Extraction of pupils with literacy needs for participation in a variety of literacy intervention schemes (some of them computer based) led by Higher Level Teaching Assistants working exclusively in ALN.
- Provision of a 'haven' at lesson recess time for pupils with emotional needs in the Communications Centre.
- Specialist teaching of groups of pupils with ALN in KS3 blocked English and Mathematics classes.
- Disapplication of students who are statemented (or on Additional Resources @ School Action Plus Agreement), from one or more National Curriculum subject areas.
- Withdrawal from mainstream lessons for literacy development for GLD and Dyslexic (Statemented and School Action Plus) pupils for a certain number of lessons a week. These pupils are taught in small groups under the direction of one of the managers (MLD or Dyslexia)
- Extraction for a small number of lessons a week for development work on social skills (Communications Centre)
- Further extraction (according to severity of need) by the Communications Centre.

## Integration

Pupils with ALN are fully integrated within the school community. All pupils are members of mixed ability tutor groups and have registration tutor period, assembly, sports, and certain subjects in these groups. The ethos of the school encourages all pupils to participate in extra-curricular activities at lunch time and after school. At break and lunch times pupils socialise freely. LSA support is available to encourage social integration of numbers of pupils who are identified as having difficulties in this.

## **Admission Arrangements**

Pupils with Additional Learning Needs are subject to the same admission criteria as any other pupils.

Where a pupil has a Statement of Special Educational Need it is the Local Authority's responsibility to place pupils at Darland High School in liaison with the Headteacher and Governing Body.

## **Identifying Additional Learning Need**

Close liaison with primary schools ensures that pupils with ALN, transferring to Darland High School will be identified. Members of the ALN team at Darland will liaise with the schools where pupils with additional support needs are due to transfer to Darland to ensure a smooth transition. All pupils will be screened on entry in Year 7 for reading, spelling (using a range of literacy tests) and cognitive ability levels (using CAT tests). Pupils who join the School at other times will be assessed for literacy and numeracy using tests and Basic and Key Skills Builder (Numeracy diagnostics). All pupils exhibiting emotional and self esteem issues will be assessed on entry with the appropriate diagnostic tools. This ensures that all pupils with ALN are identified.

With regard to the Code of Practice all pupils identified as having ALN are placed at one of the Stages. The names of all pupils at School Action, School Action Plus, Additional Resource School Action Plus or with a Statement are included on the Additional Learning Needs Register. This notes the stage and the area of need. This information is revised on a regular (but at least termly) basis.

Cross-curricular Individual Education Plans (IEPs) are prepared for all children at School Action and above on the ALN register and are communicated to all staff via SIMS, with which the IEPs are integrated. Copies are sent to parents who are invited to comment on provision and contribute to the review process via parents evening or formal review. In addition to the Additional Learning Needs Register, the Inclusion Faculty will publish an annually updated ALN handbook, wherein will be listed groups of pupils by need (and stage on the ALN referral process).

Where students are disapplied from certain National Curriculum subjects to enable them to attend extraction classes, this process will be undertaken through a rigorous and documented review of need and the parents and LEA informed.

## **Assessment and monitoring progress**

**Mainstream Teachers** are required to respond to the IEPs for each student in differentiating work appropriately. Concise guides on the needs of each student are set out on labels on the inside cover of each of the student's exercise books. There is also a class guide published by the ALN team, detailing the needs of each pupil in the main KS3 teaching groups.

ALN staff keep detailed records of the progress of the pupils on the ALN register whose specialist provision is their responsibility. The progress of students will be monitored on a termly basis by the ALN staff, culminating once a term, on a concise written report on each cohort, coordinated by the ANCO. This data will inform the Annual Review of the statement with the pupil's parent/carer.

The ANCO and AANCO will meet with each faculty on two occasions a term. These meetings will focus on exploring ways of meeting the needs of the ALN pupils more effectively.

## **Transition Arrangements**

*Primary Schools :*

Meetings are arranged between Learning Support Team and the Additional Learning Needs Co-ordinators of feeder schools in the summer term preceding transfer. Arrangements are made at these meetings to transfer relevant documentation.

All feeder school pupils have an opportunity to spend at least a day at Darland High School and the Learning Support Co-ordinator liaises with staff to ensure a sensitive response to identify pupils.

*KS3/KS4*

This is regarded as an extremely important step for pupils with ALN. Careful planning and advice is given to each individual subject with many attending Link Courses.

*Post 16:*

Planning for pupils with Statements begins in Year 9 with the completion of the Transition Reviews, which form part of the Annual Review process. All pupils with ALN receive advice from the Careers service. The Learning Support team liaises with the Careers service and Learning Support Departments of Further Education to provide relevant information for pupils with ALN to ensure continuing and appropriate support at Post 16.

## **Roles and Responsibilities**

All Staff are involved in the development of Darland's ALN policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with Additional Learning Needs. The headings below summarise the responsibilities of both groups of staff and key individuals in the school.

### **The Governing Body is responsible for:**

- Meeting its statutory responsibilities to secure appropriate provision for pupils with ALN
- Reporting annually to parents.
- Nominating a Governor with particular responsibilities for ALN who will liaise with the ANCO. At present, this governor is Mr Ian .

### **The Inclusion Faculty Co-ordinator (ANCO)**

The Inclusion Faculty Co-ordinator (ANCO) works closely with the Headteacher and senior Management team to determine the strategic development of ALN policy and provision for all children with Additional Learning Needs within the school. The ANCO oversees the work of the ALN staff in:

#### **A. Strategic direction and development of ALN provision**

1. To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
2. To ensure that all students placed by the Local Authority in the Resource Provisions of Communication (Autistic Spectrum Disorder) and Dyslexia have a personalised educational programme to help meet their needs.
3. To support all staff in understanding the needs of ALN students and ensure the objectives to develop ALN are reflected in the School Development Plan (SDP).
4. To display a developing and professional knowledge base together with the ability to identify the key implications for the school and exercise a key role in assisting the SLT link and governors with the strategic development of ALN policy and provision
5. To use relevant School, local and national data to inform targets for development and further improvement for individuals and groups of students.
6. To establish clear targets for achievement in the ALN area and evaluate progress.
7. To establish and implement a variety of systems and processes which provide good information gathering about the quality of teaching and learning for ALN students and their prior learning, progress and achievements.
8. To monitor, analyse and interpret relevant school, local and national data and advise the SLT link on the level of resources required to maximise the achievement of ALN students.
9. To liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for ALN students.
10. To involve all departmental colleagues in the creation and execution of the annual Departmental Development Plan (DDP). This will identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the School Development Plan (SDP).
11. To support, facilitate and monitor the progress of the DDP to ensure it makes a significant contribution to the SDP
12. To hold regular departmental meetings; keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.
13. To assess and co-ordinate the identification, assessment and provision of ALN students.

## **B. Teaching and learning**

1. To lead the staff in the implementation of ALN specific teaching and learning requirements, both in extraction classes and in mainstream classes.
2. To teach extraction classes of ALN students and to contribute to a limited extent to mainstream provision.
3. To work with the SLT link and staff to develop effective ways of bridging barriers to learning through: assessment of needs; monitoring of teaching quality and student achievement; target setting, including IEPs; and developing a recording system for progress.
4. To ensure that all staff follow the agreed support strategies for ALN students.
5. To ensure that suitable methods of assessment are devised and applied at appropriate times to assess and meet the requirements of ALN students. To provide advice, support and guidance on course entry and requirements for ALN students.
6. To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities for ALN students.
7. To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning for ALN students.
8. To provide quality assurance monitoring and intervention with all staff.
9. To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside School staff, analysing work and outcomes.
10. To assist the SLT link in the regular review of the standards of leadership and teaching and learning for ALN students.
11. To undertake day-to-day co-ordination of ALN students' provisions through close liaison with staff, parents/carers and external agencies.
12. To work with all staff to ensure all students learning is of equal importance and that there are realistic expectations of students.

## **C. Leading and managing staff**

1. To provide professional guidance to staff to secure good teaching for ALN students, through both written guidance and meetings.
2. To provide regular feedback and, where appropriate, INSET to all staff on teaching and learning for ALN students.
3. To help in the selection of staff for the department.
4. To be responsible for inducting new staff in the department.
5. To ensure that all relevant staff understand, and are actively implementing, the key aspects of the school's ALN policies.
6. To assist members of the department in discipline matters.
7. To secure, maintain and integrate the collaborative effort of the staff in the department so that involvement, commitment and team spirit are promoted.
8. To ensure that staff in the department are familiar with and follow all school and departmental policies e.g. reports, disciplinary procedures, setting and marking of work.
9. To lead, manage and effectively deploy the Learning Support Assistants in the department.
10. To implement and promote the use of performance management to develop the personal and professional effectiveness of staff in the department.
11. To act as a performance management team leader for identified staff
12. To ensure the performance management arrangements are effectively discharged by the other team leaders in the department.
13. To ensure that all staff in the department have high quality professional development opportunities.
14. To co-ordinate all Annual Reviews.

## **D. Resource Management**

1. To maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
2. To administer efficiently and effectively the resources and capitation of the department.
3. To ensure that the teaching area allocated to the department is kept in good order.
4. To ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
5. To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
6. To discuss departmental timetable schedules with all members of the department and to ensure a fair and realistic distribution of support and intervention in accordance with information issued by SLT.
7. To plan the deployment of staff expertise to achieve the targets in the CDP.

### **Assistant ANCO (AANCO)**

1. To support the ANCO in developing and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
2. To assist the ANCO in monitoring, analysing and interpreting relevant school, local and national data in order to critically evaluate the progress of the students under the care of the department.
3. To liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for ALN students.
4. To assist the ANCO in training mainstream teaching staff, particularly in providing guidance on effective differentiation.
5. To organise, apply for and document disapplication of the National Curriculum for ALN students
6. To assist the ANCO in assessing and co-ordinate the identification, assessment and provision of ALN students.
7. To lead department staff in developing specific learning packages in areas defined in discussion with the ANCO.
8. To support the ANCO by taking responsibility for drafting Schemes of Work for specific extraction programmes.
9. To manage the termly on-line evaluation by all staff of progress made by ALN students against their IEPs.
10. To take responsibility for monitoring progress of particular groups of ALN students.
11. To be responsible for deploying the LSAs in mainstream classes, communicating this via the creation of staff and group timetables, taking care to match the needs of the pupils to the expertise of the LSAs and ensuring efficient use of support staff.
12. To line manage the LSAs involved in Units of Sound and other on-line learning packages.
13. To help in the selection of staff for the department.
14. To assist members of the department in discipline matters.
15. To support the ANCO by taking on the role of Performance Management Appraiser for a small group of LSAs.

### **Faculty Coordinators are responsible for:**

- Ensuring their Schemes of work/department lesson plans show regard to the ALN policy.
- Disseminating information provided by the Learning Support Co-ordinator/ Managers of the Resourced Provisions.
- Monitoring the provision and progress of pupils with ALN

### **All teachers are responsible for:**

- Ensuring that students with ALN are coded and highlighted in day-to-day mark books and on work left for cover teachers (e.g. lesson plans, mintclass seating plans)
- Utilising and advising on developing pupils' individual education plans
- Having knowledge of the Additional Learning Needs of their pupils and the implications for learning, using this knowledge to inform planning and teaching, enabling them to help pupils work towards negotiated targets.
- Following the staged approach of the Code of Practice for identifying pupils with ALN in their classes.
- Providing the ALN department with termly progress updates on every student on the ALN register.
- Liaising with and providing the LSAs with clear lesson objectives.

## **Resourcing for ALN provision**

### Allocation of Resources

Darland School receives money from the L.E.A. for pupils with ALN via:

- The delegated budget
- The Annual ALN audit

The Audit identifies pupils with ALN and funding is allocated accordingly. This funding is not designated for named pupils unlike resources specified on Statements of ALN. The School uses the Audit funding in the way it considers to be most effective to meet the needs of all pupils with ALN. The school's capitation formula details the way that funding is distributed.

The school will ensure that there is an annual budget to purchase resources, including diagnostic tools, and equipment for pupils with ALN. A proportion of the School's ALN budget is used to provide pupils with the support specified in their Statements.

LSAs are attached to three ALN centres and are allocated according to pupil need. The support timetable is under constant review to ensure effective deployment of resources.

## **Partnership with Parents**

The school believes that all parents of children with Additional Learning Needs should feel they are treated as partners and aims to create an ethos which actively engenders parents of pupils with ALN to work closely with the school to meet their child's needs. Parents are, therefore, encouraged to play an active role in their children's education with access to relevant information, advice and support.

All parents are sent copies of their children's Individual Educational Plans. Comments are invited and they are encouraged to discuss progress during parents' evenings.

Those children with statements of ALN are encouraged to take an active part in the Annual Review process. Learning Support staff can be contacted at any time if parents need to discuss particular issues.

## **Pupil Participation**

The revised Code of Practice recognises that many secondary school pupils welcome the opportunity to become involved in the assessment and planning of their ALN provision and at Darland they are encouraged to take an active part in this and all aspects of their school life.

## **Links with External Support Services:**

The School liaises with and receives advice and support from

The Educational Psychology Service  
The School Medical Officer and nurse  
Physiotherapy Service  
Careers Service  
English as an Additional Language Service  
The Child and Adolescent Mental Health Service (CAMHS)  
Sensory Service

The Education Social Work Team  
The Speech & Language Service  
Specialist Teacher Advisers.  
Social Services  
NSPCC  
Parent Partnership Service  
Team Around the Child (TAC)

Inclusion staff are able to contact Social services, Child and Family Guidance and a variety of voluntary and counselling services.

## **Complaints Procedures**

Please see Darland High School's Complaints Policy.

### **Evaluating the ALN Policy**

Darland High School will evaluate its ALN policy by the following means:

- Through the Governing Body as part of its annual report to parents on the implementation and success of the ALN policy.
- Visits by the ALN Governor to monitor the work of the Learning Support Department.
- Evidence of achieving the ALN targets set within the School Development Plan.
- Measuring improvement in numeracy/literacy levels of identified ALN pupils.
- Reports and feedback from visits and inspections by LA advisors in Quality Development Dialogue visits.
- Monitoring and tracking of pupils with ALN.

### **Staff Development**

Darland High School is committed to and recognises the importance of INSET (In Service Training) for both teaching and non-teaching staff involved with pupils with ALN. The ANCO is the appraiser for all staff in the ALN department, through the Performance Management (teachers) and Performance Appraisal (LSAs). The Inclusion teachers will attend relevant courses to update their specialist knowledge.

Staff training also happens informally through day by day contact and formally through development of the curriculum to meet pupils' needs. Planning includes appropriate differentiation, including learning styles and assessment for learning techniques.

## **Glossary of Acronyms**

ALN – Additional Learning Needs

ESW – Educational Social Worker

MLD – Moderate Learning Difficulties

ANCO – Additional Learning Needs Coordinator

AANCO – Assistant Additional Learning Needs Coordinator

CAT – Cognitive Abilities Test

IEP – Individual Education Plan

SDP – School Development Plan

DDP – Departmental Development Plan

SLT – Senior Leadership Team

CPD – Continuous Professional Development

TAC – Team Around The Child