

Additional Learning Needs (ALN) and Disability Policy

Policy Code QSC/19	Authorisation Date September 2024	Next Review Date September 2025
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Associated Documents <ul style="list-style-type: none"> • Positive Mental Health Policy • Supporting Students with Medical Conditions Policy • Gifted and Talented Guidance • More Able Policy • Admissions Policy • Anti-Bullying Policy • Assessment Policy • Attendance Policy • Behaviour Management Policy (including Exclusions) • Safeguarding and Child Protection Policy • Curriculum Policy • Teaching and Learning Policy – • Data Protection Policy • Equal Opportunities Policy • Examination Policy Handbook • Feedback Policy • Health and Safety Policy and Procedures • ICT & E-Safety Policy • School Prospectus • Wonder Years • Career Connections strategy document • OSG Student Support and Child Protection Handbook • Work experience Handbook and Work Placement Policy 		

1. PURPOSE

The fundamental principles of OneSchool Global UK Newtown Campus (hereafter 'the Campus') in Wales reflect The Additional Learning Needs Code for Wales 2021 and the Section 19 principles of the Children and Families Act 2014 Part 3 and this includes placing the student and their family at the heart of the process.

This Policy works alongside the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'; Additional Learning Needs Code for Wales 2021, ('the Code') Children Act 1989, the Children and Families Act 2014, the Equality Act 2010 and the Mental Capacity Act 2005. In England, Scotland, Northern Ireland and Wales the Campus will apply their relevant laws as agreed by the government and are to provide equal opportunities for learning and growth to every student.

2. SCOPE

This policy applies to all Campus Principals, Additional Learning Needs Co-ordinators (ALNCos), Regional ALNCos, ALN Provision CAs, Teachers, ALN Provision Assistants and any additional support staff who work with students in the school or in the OSGUK National Support Office.

It is the requirement that all persons involved directly or indirectly with children with ALN will demonstrate best practice in implementing the principles and practices outlined in this policy.

The Children and Families Act 2014 Part 3 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'), necessitate a commitment to rigour and quality in the provision and evidencing of good to outstanding performance, in line with the procedures and practice outlined in this policy.

3. DEFINITIONS

Term	Definition
ALN	<p>Section 2 of the 2018 Act defines the term 'additional learning needs' (ALN) as follows;</p> <ol style="list-style-type: none">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-<ol style="list-style-type: none">a) Has a significantly greater difficulty in learning than the majority of others of the same age, orb) Has a disability for the purposes of the Equality Act 2010 which prevents his 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 institutions in the further education sector3. A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.4. A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

ALP	Section 3 of the Act defines the term 'additional learning provision' (ALP) for a person aged three and over as educational or training provision that is additional to, or different from, that made generally for others of the same age in- a) Mainstream maintained schools in Wales b) Mainstream institutions in the further education sector in Wales or c) Places in Wales at which nursery education is provided
CAMHS	Children and Adolescent Mental Health Service Now known officially as CYPMHS Children and Young Peoples Mental Health Services.
The code	Additional Learning Needs Code for Wales 2021
EHCP/Local Authority Maintained IDP	Educational Health and care Plan – these can be adapted by a Welsh LA to a Statement of ALN or a Local Authority Maintained ILP
IDP	Individual Development Plan – these are maintained on Provision Map using terminology in common with all OSG UK campuses as Individual Learning Plans
LA	Local Authority
ALN Provision	Used interchangeably with ALP in the context of OSGUK
LO	Local Offer of Additional Learning needs by Local Authorities
LSA	ALN Provision Assistant
CA	Role within OSG which is held for governance
ALNCo	Additional Learning Needs Co-ordinator
OSGUK	OneSchool Global UK
QFT	Quality First Teaching
RALN Co	Regional Additional Learning Needs Coordinator
TA	Teaching Assistant
HLTA	Higher Level Teaching Assistant
ALN	Additional Learning Needs - Welsh Code and associated acronyms – see regional guidance in ALN handbook

Level 7 Assessor	An assessor qualified to carry out Access Arrangement Assessments. In the UK this is required from Year 9 Qualifications studied in our campuses are English qualifications.
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4. POLICY STATEMENT

4.1 INTRODUCTION

- 4.1.1 At the Campus, we see each student as a whole and believe all children have a right to a broad curriculum, including the National Curriculum. Children with additional learning needs should be integrated into all classes and groups. We see each child as an individual and value each child for the person they are and the contribution they make to our campus community.
- 4.1.2 We believe that all children can learn and make progress, even if for some it is only in very small steps. The campus aims to help all children, including those with ALN, to achieve the best that they possibly can.
- 4.1.3 These values and beliefs are reflected in the ethos and values of the school notably "Integrity, Care and Compassion, Respect, Responsibility and Commitment."
- 4.1.4 We will work in a close partnership with parents and the community.
- 4.1.5 All teachers are teachers of children with additional learning needs. Teaching such children is therefore a whole school responsibility. In addition to the Trustee Body, the Campus Principal, the Additional Learning Needs Co-Ordinator and all other members of staff have key day-to-day responsibilities.

4.2 POLICY PRINCIPLES

- 4.2.1 The Campus is committed to maintaining the highest standards of child safeguarding in accordance with all relevant legislation and guidance. As a campus we recognise that protecting children is a golden thread to all we do, and that safeguarding is at the heart of the school. Those using this policy must recognise their responsibility and the wider implications of safeguarding in the promotion, prevention and protection of children within the context of this document
- 4.2.2 The Campus recognises, respects and responds to the individual learning needs of all students through the provision of a broad, balanced and inclusive curriculum together with effective teaching and learning practices.
- 4.2.3 OSG is committed to meeting the learning needs of all students across the spectrum; including those with profound and multiple barriers to learning as well as students who may be categorised as 'more able'.
- 4.2.4 As an independent mainstream provision, OSG UK Welsh campuses do not automatically have access to Local Authority Specialist ALN Teams/Advisory Teachers. Where specialist external teaching is required, this is commissioned and funded by the campus.
- 4.2.5 Specific and on-going provision is made for students who have physical, emotional or intellectual disabilities.
- 4.2.6 To establish whether a child of compulsory school age or young person has ALN, the campus will consider the following questions:
- 4.2.7 1) (a) Does the child or young person have a learning difficulty or disability?
- 4.2.8 (b) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?

4.2.9 2) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools?

4.2.10 If the answer to either (or both) question is 'yes', the campus will consider the following question:

4.3

4.3.1 3) Does the learning difficulty or disability call for an 'additional learning provision' (ALP)? This would include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age. We also acknowledge that an ALP might also be delivered in settings outside of the school and/or by external professionals.

4.3.2 If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has an ALN and will be placed on the school's ALN register for ALN Provision.

4.3.3 ALN Provision is the provision of Quality First Teaching through personalised learning approaches, adapted programmes or learning environments, extra assistance and specialised equipment or materials to support students. The Governance process will be overseen by a Campus ALN Provision Committee for the oversight of Quality Assurance.

4.3.4 Some terminology in our Welsh campuses is consistent with the language across all our campuses in Scotland, England and Ireland to enable whole organization work, and accessibility and understanding of the shared organizational principles by all OneSchool Global UK staff.

4.3.5 Students within our campuses travel in from a variety of regions and Local Authorities. Where these are within England, students would be in line with the procedural expectations and statutory requirements of their English Local Authority.

- 4.3.5 Support is provided for all students so they acquire the knowledge, skills, understanding as well as specific life skill goals during their school years, enabling them to contribute as active and informed citizens in family and community life.
- 4.3.6 Students with additional learning needs (ALN) have an equal opportunity to receive every educational benefit reasonably available through the campus to enable them to reach their full potential. The culture, practice, management and resources used are directed towards meeting the needs of every student as unique individuals.
- 4.3.7 There is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following four areas:
- a) Communication and interaction;
 - b) Cognition and learning;
 - c) Behaviour, emotional and social development;
 - d) Sensory and/or physical.

4.4 POLICY AIMS

- 4.4.1 To use a graduated approach to ALN Provision so that all students at the Campus are challenged and supported to achieve the highest standards possible.
- 4.4.2 To ensure frequent, detailed review of the impact of provision for students with ALN Provision needs and to intervene whenever needed to improve provision.
- 4.4.3 To concentrate on raising the level of achievement of all students in OSGUK campuses including those with additional ALN Provision needs.
- 4.4.4 To ensure an inclusive approach to learning is applied to all students including those with ALN Provision needs in accordance with the ALN Handbook.
- 4.4.5 To use the ideas supported through Self Directed Learning standards through the graduated approach.
- 4.4.6 To assist ALN Provision CAs, Regional Additional Learning Needs Coordinators and Additional Learning Needs Co-ordinators in leading ALN Provision effectively according to Appendices 1, 2, 3 and 4.
- 4.4.7 To be read in conjunction with, and inclusive to other policies and the OSGUK ALN Information Report (Appendix 1).
- 4.4.8 To be fully informed in its implementation by the OSG Student Support and Child Protection Handbook.**

4.5 EQUALITY ACT 2010

- 4.5.1 The current legislation covering disability is the Equality Act (2010) which supersedes the Disability Discrimination Act (DDA) 2005 and the Additional learning needs and Disability Act (ALN A) 2001.
- 4.5.2 The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:
- must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.
- 4.5.3 Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment). See reference to 3 Year Accessibility Plan in section 8

4.6 THE GRADUATED APPROACH

- 4.6.1 This is central to all of our practice at the Campus.
- 4.6.2 Where a pupil is identified as having ALN, to enable the pupil to participate, learn and make progress the campus will take action to:
 - remove barriers to learning and;
 - put effective special educational provision in place.
- 4.6.3 ALN support will always arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- 4.6.4 The four stages of the cycle are:
 - Assess
 - Plan
 - Do
 - Review
- 4.6.5 The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential additional learning need has been identified this cyclical process becomes increasingly personalized.
- 4.6.6 Individualised assessment leads to a growing understanding of the barriers to and gaps in the student's learning.
- 4.6.7 Continual reflection on approaches to meeting the student's needs leads to a growing understanding of strategies that enable the student to make good progress and achieve good outcomes.
- 4.6.8 In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.
- 4.6.9 For full details of the graduated approach, see Appendix 5 – NASEND: ALN support and the Graduated Approach.

4.7 PHASES OF ALN PROVISION

4.7.1 There are four phases of ALN Provision. The Graduated approach applies to each phase, with the cycles of Assess, Plan, Do, Review taking place at least once per half term in support of the child and family.

4.7.2 Monitoring

The monitoring phase of ALN Provision is Quality First Teaching with a graduated approach, which is personalised according to individual students and tailored with support targeted at areas of concern.

The teacher is a teacher of all students and is expected to establish a learning environment which is inclusive of all students having high expectations for all and Self Directed Learning standards.

The teacher modifies and adapts teaching approaches and resources and establishes a contact with the family. Teachers continuously use the cycle of Assess, Plan, Do, Review to identify students who are not achieving their full potential or are in need of additional support to access the curriculum.

Where concerns are raised about a student, the campus ALN Provision Committee discuss the student and may add the student to the Monitoring Register..

Expectations are for teachers to "set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions " and "be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these " as detailed in the UK Teacher Standards.

Students at the Monitoring phase should have a Passport available via Edukey Provision Map, to outline the student's areas of need and support. This is to inform teacher planning. Consideration needs to be as to whether support can be provided by adapting the campus's core offer or whether something different or additional is needed.

The student may qualify for access arrangements in examinations if this is normal way of working.

K code - This term is used universally across all OSG campuses for consistent comparison – this would be targeted intervention or support.

K code is applied where the progress of an individual student continues to be less than expected and where implementation of highly intensified short term support is agreed in multi-professional consultations based on pedagogic assessments. This applies equally in the case of all students.

Parents must be informed without delay if their child moves onto the K register, they need to be informed for what reason and what extra provision is being made and why. The process for this sits within the OSG Student Support and Child Protection Handbook UK. A request is made within the Student Support Approval Workflow and all those identified contacted and consent sought within a 48 hour window.

Where it is decided to provide ALN support, and having formally notified the parents, the practitioner and the ALNCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, or behaviour, and a clear date for review.

- The class or subject teacher, working with the RALNCO/ALNCO and Campus ALN Provision Committee, assesses areas of specific concern while gathering evidence (which must include the views of the student and their parents). The Campus, continuing with the Assess, Plan, Do, Review cycle, puts in place extra evidence-based teaching and/or other intensive interventions designed to secure improved progress, better access to learning or advanced learning opportunities where required. In external examinations access arrangements are subject to the parameters applied by JCQ, CIE and other examining bodies used.
- At K code, a student 'passport' and Intensified Learning Plan (ILP) will always be written with the student, shared with parents and provided to teaching and ALN Provision staff via the Provision Map platform. The Additional Learning Needs Co-ordinator will lead this process.
- Progress cannot be stifled by an inappropriate curriculum – either challenging to the point where it is not accessible, or not challenging enough.
- Pedagogic professionalism takes a central position when we are assessing the support for a child's needs. Assessment is carried out primarily by the teachers teaching the child, who are accountable for leading the necessary support. (Children and Families Act 2014; ALN Code 2021)

4.7.3 E code – universal term across campuses, equivalent to a LA maintained IDP

- When the campuses have explored all possible strategies available to them and the additional intensive K code support is not sufficient to assist the student to make reasonable progress, the campus will work with the ALNCO/RALNCO to move towards an E code which is long term and substantial support with a Local Authority Maintained IDP. The student's response to such support can help identify their particular needs and would contribute to a needs assessment process working with the Local Authority. Intensified support is then given to the student and a plan should be completed which will include an Intensified Learning Plan (ILP), a PupilPassport and costed provision map. All consultation and collaboration is recorded on the 'ILP and on Provision Map. There may be a referral to outside agency assessments in consultation with parents / family.
Once the student receives a Local Authority Maintained IDP, their coding in the register and on Bromcom would change to E.

- Once a Local Authority Maintained IDP is issued by the Local Authority, the school must ensure the provision outlined is implemented for the child. A costed provision map will always be implemented, which links provision to the outcomes and clearly demonstrate the stepped impact of that provision over the year.
- .
- It is also important that the Assess, Plan, Do and Review approach continues to be applied with termly review meetings to review progress against short-term targets in line with all students receiving additional intervention.
- The student may qualify for access arrangements in examinations if this is normal way of working.

4.7.4 Transition

- Applies on admission and always when a student moves class or school. Schools must refer to the Health and Safety and Equality of Opportunity Policies and associated accessibility audits. Members of the committees responsible for transferring information regarding education provision (CAs, Campus Principals, teachers and support assistants in addition to health personnel, educational psychologists and all who work with the child) are all bound under the Data Protection Act and General Data Protection Regulations (GDPR 2018) regarding the personal situation and of the child, their family and all concerned. Information regarding interventions and special support, curriculum adjustments, or withdrawal from certain courses and all documentation regarding these arrangements is confidential.

4.8 RECORD KEEPING

- 4.8.1 To comply with GDPR, all ALN records and documents will be stored in the child's records on Provision Map.

4.9 GENERAL

- 4.9.1 We respond to the needs arising in learning and schooling by Quality First Teaching and the graduated approach (Assess, Plan, Do, Review); tailoring and personalising teaching and learning including the learning environment, learning routines and interventions. Teachers will collaborate with each other and the ALNCO/RALN CO, flexibly changing teaching approaches. Specialist campus to campus support will also be employed timely and as needed.
- 4.9.2 We use different forms of support as tools to respond to the individual needs of students and in teaching groups, as part of the general Monitoring Phase support, before moving to K code intensified support phase.
- K code support is designed, following the Assess, Plan, Do, Review approach to meet an identified student's needs. With the aid of intensified support the aim is to prevent an increase, accumulation and diversification of the problems and helping, where possible, the student to return to Monitoring Phase support.

- 4.9.3 The role of E code special support is to offer the student holistic, comprehensive and systematic support in such a way that the student can access the curriculum and gain the skills they will need to gain employment or continue their studies after they leave school. The campus should utilise all the support methods during the different phases of support.
- 4.9.4 ALN Provision for all, means the provision of equal opportunities for learning and growth to every child or student in a happy environment which is conducive to learning. The process begins with the child in the centre and is constructed holistically to enhance all children's learning by providing high quality learning programmes matched and personalised to the needs of individual students and aimed at promoting their full participation in the campus and society.
- 4.9.5 The campus is committed to creating learning programmes and an inclusive learning environment that meets the educational and welfare needs of each student, and nurtures the attitudes and skills necessary for continual learning and personal growth throughout life

4.10 STUDENT VOICE

- 4.10.1 In all meetings held about a child, their voice will be included. Appropriate structures will be used to collect and share that voice according to the needs of the child and type of meeting. The ALNCO/RALN CO and Campus Principal will agree on how to tailor student voice in each case and will validate those decision through the ALN Provision Committee.

4.11 PARENT VOICE

Parent voice is collected from all parents at least annually to evaluate the level of support parents feel they and their child receive and the quality of communication between home and the campus. This does not only apply to those with student receiving Monitoring, K code or E support. It will be gathered from all parents in order to ensure those concerned about their child's progress know, understand and are confident to use routes of escalation for this information between home and school. Coordinated by the Campus Principal.

In addition to this, a focused ALN Provision survey is sent out to parents each year to gather feedback on the priorities identified and the systems and actions taken to ensure all are involved.

5. PROCEDURES

- 5.1 There will be four structures to maintain frequent communication and accountability between the LS CA, Campus Principal, ALNCO/RALN CO and other campus staff:
- 5.2 Meeting between the ALNCO/RALN CO and LS CA at least once termly. See appendix 6.
- 5.3 Campus ALN Provision Committee meeting at least once termly. See appendix 7.
- 5.4 Weekly Campus Principal Report updates, to review Teaching and Learning Class observations – these would include ALN students.
- 5.5 Weekly meeting with the RALN CO, Campus Principal and ALN Provision Lead. .

6. WONDER YEARS

- 6.1 At least twice a year the campus will collect details of students currently in R, Y1 and 2 who will need additional support when they start at the campus.
- 6.2 The campus will make contact with the parents, the feeder school (after June) and the student and develop transition plans to enable them to access a personalized and appropriate provision when they join the campus Where student need is more pronounced, contact with the feeder school may be made earlier with parental consent
- 6.3 If a student has, or may require, a Local Authority Maintained IDP it will be important for the Campus to liaise as early as possible with the student's primary school and the parents. This may include attending Annual Reviews or working with the feeder school to establish if a Local Authority Maintained IDP is required prior to transfer to the Campus.

- 6.4 Information from the Wonder Years project will allow the campus to develop their 3-year Accessibility Plan and customize the campus to the needs of the incoming students.

7. CAREER CONNECTIONS

- 7.1 Career Connections students are those who will need additional provision as they move through sixth form to enable them to transition successfully beyond Year 13.
- 7.2 In some cases, these students may need a personalized pathway that could include work experience, supported internships and apprenticeships.
- 7.3 Each Career Connections student will have a personalized pathway developed from Year 9 as part of their Preparation for Adulthood.
- 7.4 Most Career Connections students will have a Local Authority Maintained IDP and, in these cases, the pathway needs to be specified at the Annual Review to allow for preparation for their provision past Y13.
- 7.5 Some students without Local Authority Maintained IDPs may also need access to a Career Connections programme
- 7.6 At all parts of the process, parents and students will be involved in clear communication to allow them to be part of the decision making. Students of 16 years or over are legally entitled to make their own decisions. Some students may require additional support to access the decision-making process (for example where there is professional evidence that the MCA 2005 applies) See the Career Connections Global Guide

8. THREE YEAR ACCESSIBILITY PLAN (8.2-8.4 from Equality Act Advice 2014)

- 8.1 Every campus should have a clear Accessibility Plan¹ which is reviewed every Year.
- 8.2 The site manager would be centrally involved with the development and implications of this document.
- 8.3 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
- 8.4 Schools must implement accessibility plans which are aimed at:
- increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to disabled pupils.
- 8.5 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document

LS CA is: Clive Plant

ALNCO is: Tracey Gough (acting)

Campus ALN Committee consists of: Tracey Gough, Abigail Plowden, Christopher Edwards

- 8.6 The Regional Director of Student Support will receive national learning and adjustments from Campus ALN Committee meetings as needed.

9.2 Campus role

- 8.7 At the Campus we acknowledge that ALN Provision is most effective when the following practice is evident:
- 8.7.1 All students are appropriately supported through well planned, effectively differentiated and personalised learning that take account of the differences in learning modalities and potential capabilities of all learners. Class teachers are responsible for providing the in-class High Quality First Teaching general support to *all learners*. All teachers have high expectations for students including those who require additional ALN Provision. Teachers

¹ Appendix 2 of Equal Opportunities Policy

- will consult their ALNCO/R ALNCO and Senior Leadership team for advice, resources and coaching.
- 8.7.2 A qualified teacher (QTS) is named as the professional responsible for students with additional learning needs. This is usually the Campus Principal.
- 8.7.3 Where the Campus has a student with a Local Authority Maintained IDP, a qualified professional must direct the provision.
- 8.7.4 OSGUK Campuses may employ qualified level 7 services for Access Arrangements and further school to school support in partnership with other schools.
- 8.7.5 The Campus team works together with the Regional Team to generate a well balanced and reasoned budget request for the campus each year to enable the provision for students, the discharge of agreed outcomes for students with a Local Authority Maintained IDP and the agreed needs in the Campus School Improvement Plan (SIP) in relation to ALN

9.3 Campus Principal

9.3.1 The Campus Principal holds ultimate responsibility for the provision and progress of all students under the Head teacher Standards 2020 section 5.

All campuses will receive a face-to-face annual ALN audit which measures progress against the criteria outlined in the OSG Student Support and Child Protection Handbook. This enables specific areas of development to be followed up by the Campus Principal.

9.3.3 The CP is ultimately accountable for the formative deployment of additional adults in support of differentiated approaches that enable the student to access our signature pedagogy in Assignment, Lesson and Study.

9.4 Additional Learning Needs Co-ordinators

9.4.1 A Additional Learning Needs Co-ordinator is appointed. As specified in the code section 8, 'that person, or more than one person will have responsibility for co-ordinating provision for learners with ALN

- 9.4.1 The campus ALN Provision leaders must keep up to date to fulfil their responsibilities and adhere to the current ALN Provision Handbook guidelines for protocol and practice. An audit of the whole school ALN Provision takes place annually.
- 9.4.2 The Additional Learning Needs Co-ordinator will contribute to the formation of the Campus SIP – School Improvement Plan through the identification of key areas for development.
- 9.4.3 The campus ALN team will require a high level of professionalism, continuously developing their own professional understanding and knowledge in all related LS areas, especially those presently manifesting in our schools, including modelling effective inclusive differentiation strategies giving teachers confidence to implement inclusive intervention methods. They will enrol with a 'strand' of need identified in campus review to reflect the needs of the campus each year and work with others across the organisation to develop OSG excellence in this area.

Teacher role

- 9.4.4 Teachers plan lessons consulting the LS team. This ensures full inclusion and all students' full participation in all parts of the lesson wherever possible. Students' Additional Adults are

consulted and they must be provided with access to Assignments with lesson intentions in advance of the Lesson, This identifies the differentiated learning objectives for the students they are supporting and clearly defines their supporting role.

- 9.4.5 Planning together ensures that ALN Provision assistants are used in an active and focused way to support those needing more support to achieve the best possible outcome.
- 9.4.6 Teachers must have a clear plan for all learning experiences via the Assignment which could indicate:
- differentiated and personalised learning objectives for the lesson or topic,
 - the role of the LSA to be clearly addressed,
 - the multisensory/personalised activities to be undertaken by any student,
 - individually considered routines for use of the learning environment,
 - or LA maintained IDP expected outcomes (or short term targets derived from the outcomes)
 - necessary resources.
- 9.4.7 Teachers must refer to Students' Passports, Intensified Learning Plans (ILP), and LA maintained IDPs as appropriate and demonstrate effective planning with longer term outcomes. These documents should be stored on Provision Map so that they can be centrally accessible to staff both on campus and delivering remotely.
- 9.4.8 Clear, obtainable and personalised Learning Intentions and success criteria are displayed and shared with all students through Canvas.
- 9.4.9 All students receive well structured, accessible feedback - know and can explain how to improve their learning
- 9.4.10 Teachers have high but realistic expectations of all learners. All students can access an Assignment because it is well differentiated to meet their needs.
- 9.4.11 Rewards and praise guide the inclusive teaching.
- 9.4.12 Teachers display excellent subject knowledge, including methods of inclusive differentiation and scaffolding, giving students' confidence and developing their understanding in how to move forward in their learning.
- 9.4.13 Teachers provide an inclusive, appropriately stimulating and attractive multi-sensory learning environment, in physical and digital spaces, to engage the interests of all their students, including those who need additional support.
- 9.4.14 High quality, caring and professional relationships should exist between students and teachers. Teachers should continuously develop their professional knowledge and skills to include students with additional ALN Provision needs in class activities and in access the curriculum.
- 9.5** The Campus will publish the ALN Provision Policy and OSG ALN Information Report on the school website. Appropriate reference should be made in the school Prospectus.

GUIDELINES

- Children Act 1989 <http://www.legislation.gov.uk/ukpga/1989/41/contents>
 - Children and Families Act, 2014, [http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/Part%203%20of%20the%20Children%20and%20Families%20Act%202014),
 - Additional Learning Needs and Education Tribunal (Wales) Act, <https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act>
 - Keeping learners safe, 2002, revised March 22 [Keeping Learners Safe \(gov.wales\)](https://gov.wales/keeping-learners-safe)
 - Data Protection Act 2018, updated August 2020 <https://www.gov.uk/government/collections/data-protection-act-2018>
 - [UK GDPR guidance and resources | ICO](#)
 - Equality Act 2010, The [Equality Act 2010](#) (section 20), The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010),
 - Mental Capacity Act 2005, <http://www.legislation.gov.uk/ukpga/2005/9/contents>
 - Health and Safety Executive (HSE) guidance, www.hse.gov.uk/guidance
 - [The Additional learning needs and Disability Regulations 2014](#),
 - The Additional Learning Needs Code of Practice 2021 (Wales) [The Additional Learning Needs Code | GOV.WALES](#)
 - Keeping Children Safe in Education
 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
 - Mental Health Act 1983 Code of Practice [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA Code of Practice.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF)
 - Mental Health and Behaviour in Schools, <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
 - Supporting students at school with medical conditions, [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory guidance on supporting students at school with medical conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_students_at_school_with_medical_conditions.pdf)

ATTACHMENTS

- Appendix 1 OSGUK ALN Information Report published on website
- Appendix 2 OSG ALN Provision and Child Protection Handbook
- Appendix 3 ALNCo Job Description and Person Specification and Roles and Responsibilities
- Appendix 4 Model Policy for Intimate Care and Care Plan
- Appendix 5 NAALN: ALN support and the Graduated Approach.
- Appendix 6 Career Connections Global Guide – to be sent separately
- Appendix 7 – ALN Provision (Learning Support) Register template – to be sent round separately
- Appendix 8 One page overview for Wonder Years – all documents on ALN Handbook
- Appendix 9 – suggested template for termly K and E parent meetings

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
QSC/19	July 2020	6.0	Annual review. Updated to include wonder years and Career Connections
QSC/19	July 21	7.0	Annual review, ALN Provision CA identified. Phases renamed as Monitoring, K and E code, revision of meeting expectation section 5, 7.6.7 addition of Annual campus ALN Development Plan. 7.6.12 SIMS information to include remote teachers.
QSC/19	July 2022	8.0	Key terminology and central names amended for consistency, appendices updated and developed, , will be further change as needed once Green paper reviewed . Additions to definitions section to reflect new legislation in Wales.
QSC/19	July 2023	9.0	Language reviewed and amended for clarity, meeting expectation detailed, roles made clearer. Use of parent survey amended. Sections added on budgets, ALN Audits and the ultimate responsibility of the Campus Principal.
	July 2024	10.0	Inclusion of central place of the OSG Student Support and Child Protection Handbook, key role of the site manager in the Accessibility Plan, some changes to governance meetings, revised ALN Provision Register,