

**Ysgol Uwchradd Y Frenhines Elisabeth**

**Queen Elizabeth High School**



*Moving Forward Together*

***INCLUSION POLICY including  
ALN***

**Curriculum, Staffing & Pastoral Committee**

**Date established by Governing Body: 5<sup>th</sup> July 2017**

**Responsible Person – Mrs Lisa Jones**

**Designated role – Deputy Head Teacher**

**Chair of Governors signature – Jeremy Griffith**

**Date – 21/01/ 2025**

**Next Review – Spring term 2028**



## INCLUSION

At Queen Elizabeth High School we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

Inclusion requires the active involvement of everyone concerned to ensure equality of education opportunity and access. This also includes promoting the wellbeing, achievement and ambition for all children and young people, which, with the appropriate support, will usually be the same for everyone.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Using Person Centred Practices;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Additional Educational Needs
- Pupils who are More Able and Talented
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges and targets
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance

- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

## **ADDITIONAL LEARNING NEEDS**

### ***INTRODUCTION***

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive and for provision to be an integral part of the School Development Plan. The Governing Body will ensure that appropriate provision will be made for all pupils with additional needs.

### **AIMS**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring additional provision as early as possible in their school career
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that ALN pupils are involved, where practicable, in decisions affecting their future provision

We recognise that many pupils will have Additional Learning Needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their barriers to learning

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support assistants and pupils working together.

## 1. DEFINITION OF ADDITIONAL LEARNING NEEDS

The school will provide a universal provision in order to meet all learner needs and to ensure progress in made.

Where progress continues to be less than expected and the application of differentiated teaching, targeted teaching strategies or standard targeted interventions have failed to address a learner's attainment gap, this would usually indicate that the pupil may have ALN as they would require an Additional Learning Provision to support their need/s.

*Additional Learning Provision (ALP) is educational or training provision that is additional to, or different from, that made generally for others of the same age and enhances the Universal Learning Provision offer. ALP will encompass additional provision for children and young people who are not making adequate progress, notwithstanding the settings Universal Learning Provision offer. ALP is bespoke to the individual needs and delivered for an extended period and intensity, to support the child/young person to achieve their SMART outcome/s.*

The ALP for a pupil with ALN should be tailored to meet a specific and identifiable barrier to learning.

## 2. ROLES AND RESPONSIBILITIES

### **THE ALNCO**

**The ALNCO plays a crucial role in the school's ALN provision. The ALNCo will:**

- identify and meet the needs of pupils with ALN.
- ensure that teachers are supported and the needs of all learners are met.
- co-ordinating ALP for pupils with ALN
- Overall responsibility for ensuring that all learners who have ALN have an IDP
- arrange for identifying the learners' ALN and co-ordinate the making of ALP that meets those needs.
- secure and liaise with relevant services that will support the learner's ALP where it is agreed such a service is required
- promote the learner's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- have regard to the views, wishes and feelings of the child, the child's parent or the young person.
- monitor the effectiveness of any ALP

- advise teachers at the school about differentiated teaching methods appropriate for individual pupils with ALN
- supervise and arrange for the training of learning support workers who work with learners with ALN
- ensuring IDPs are developed and reviewed appropriately;
- supporting learners with an IDP or Statement with their transition between education settings or into adulthood, further study or work;
- overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP;
- liaise with exams officers and specialist teachers when seeking reasonable adjustments for examinations;
- Meet all the statutory requirements of ALN Statements
- Co ordinate and meet timescales for Annual Reviews
- Map whole school provision for ALN
- Support in the whole school self-evaluation and improvement planning process and evaluate ALN attainment and provision on annual basis
- Have a personal teaching commitment
- Line management of ALN support staff
- Support learners with an IDP or Statement with their transition from primary feeder schools, across phases and into adulthood, further study or this will include overseeing the appropriate transfer of information between feeder schools,

### **Teaching staff**

**The new ALN code make clear that ALN is everyone's business. All teaching staff will:**

- **Contribute to the school's universal provision**
- ensure that every learner feels valued, respected, and nurtured, has a sense of belonging and experiences success and recognition.
- removing barriers, to enable all learners to participate.
- differentiation is continuous and permeates all aspects of the lesson
- work in a person-centred way with the pupil and parents to trial and evaluate which strategies are most effective
- Have an awareness of individual learners One Page Profiles
- Implement targeted teaching strategies when a learner is not making measurable progress. The 4 areas of need are - Cognition & Learning Communication & Interaction Sensory and/or Physical Behaviour, Emotional and Social

- Liaise closely with support staff
- Seek support from the ALNCo with planning and problem solving as appropriate
- Make a referral to the ALNCo when targeted classroom strategies have not resulted in a learner making measurable progress.
- Commitment to training in relation to ALN

### **1. THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with ALN include:

- Ensuring that provision of a high standard is made for ALN pupils;
- Ensuring that ALN pupils are fully involved in school activities;
- Having regard to the New ALN Code of Practice when carrying out these responsibilities;
- Being fully involved in developing, monitoring and subsequently reviewing ALN policy;
- Reporting annually to parents on the school's ALN Policy including the allocation of resources from the school's devolved/delegated budget.

### **THE ROLE OF THE HEADTEACHER**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the ALN provision;
- Keeping the Governing Body well informed about ALN within the school;
- Working closely with the ALNCo;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **ADMISSION ARRANGEMENTS**

QEHS strives to be a fully inclusive school. All pupils are welcome, including those with additional learning needs, in accordance with Carmarthenshire's LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an IDP educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Identification, Assessment and Review**

#### **(a) CATEGORIES OF ADDITIONAL NEED**

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- sensory and/or physical

The SEN Code of Practice 2002 makes it clear that '*all teachers are teachers of pupils with special educational needs*'. All teachers are responsible for identifying pupils with ALN and, in

collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with ALN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for ALN provision.

#### **(b) EARLY IDENTIFICATION**

Early identification of pupils with ALN is a priority. The school liaises with partner primary schools to raise awareness of pupils with ALN prior to transition and draws upon data from the Year 6 National Literacy and Numeracy tests. In addition the school carries out its own screening using age appropriate tests for Literacy and Numeracy, in addition to CAT test data. Pupil progress is also measured by:

- Teacher observation
- Performance within the progression steps
- Performance against objectives set out in the Literacy and Numeracy Frameworks.

Standardised reading comprehension and spelling tests are carried out annually for all pupils in KS3. Standardised Numeracy tests are also administered in KS3. These scores are made available to all staff via the SIMS system or school intranet.

#### **(c) ALN PROVISION**

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For pupils with identified ALN the headteacher, ALNCO, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the child's previous school to shape the curricular and pastoral provision in the first few months;
- Identify the pupil's skills and note areas that require support;
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning;
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme;
- Involve pupils in planning/agreeing their own targets;
- Involve parents in a joint home-school learning approach.

#### **(d) The range of Universal Provision**

The main methods of universal provision made by the school are, this list is not exhaustive:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and targeted teaching strategies
- Periods of withdrawal to work with a support teacher;
- In-class support with support staff;
- Support from specialists within class or as part of a withdrawal programme;
- Under certain circumstances pupils will be provided with home or community tuition.
- Key stage 3 nurture and differentiated groups
- Withdrawal from identified lessons to attend KS3 intervention groups – Read, Write Inc; Maths Makes Sense or Talkabout.

#### **(e) ENGLISH AS AN ADDITIONAL LANGUAGE**

The school will provide as part of the targeted provision access to electronic translators and basic skills/literacy programmes to support pupils where English is their additional language.

#### **(f) MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for an additional learning provision.

Where teachers identify that a pupil is not making measurable progress despite targeted teaching strategies. A referral should be made to the ALNCO. The ALNCO and teacher will review the approaches adopted. Where concerns remain despite sustained intervention, the school will consider establishing an IDP. Parents will be fully consulted at each stage.

#### **(g) RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The ALNCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- One Page Profile
- Information from health
- Information from other agencies.

#### **(h) One Page Profiles**

Strategies for pupils' progress will be recorded on a one-page profile. These may include:

- Teaching strategies
- Provision made
- Differentiation required
- How best to support the pupil
- The outcomes recorded at review
- Pupils will be involved in setting targets and in discussing their preferred Learning Style via a 'One Page Profile'. This will help to identify the way in which they prefer to be supported.

### **IDPs**

#### **REVIEWS OF IDPs**

IDPs will be reviewed annually. The ALNCO will organise these reviews and invite:

- The child's parent/s, guardians
- The child
- The relevant teacher
- Any other person the ALNCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in literacy/numeracy and life skills
- Consider the appropriateness of the existing IDP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

## **EVALUATING SUCCESS**

The success of the school's ALN Policy and provision is evaluated through:

- Monitoring of classroom practice by ALNCO and subject co-ordinator
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the ALN Register
- Consideration of each pupil's success in meeting IDP targets
- School self-evaluation
- The Governors' Annual Report to Parents
- The School Development Plan/ALN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

## COMPLAINTS PROCEDURES

The school's complaints procedure is outlined in the Complaints Policy.

## PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

### **a) Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services.

When it is considered necessary, colleagues from the following support services will be involved with ALN pupils:

- Educational and Child Psychologist
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational Therapy services
- Hearing impairment service
- Visual impairment service
- Behaviour Support Community Team

In addition, important links are in place with the following organisations

- The LA
- Canolfan Gwili/ Elizabeth Williams Clinic
- Family support services
- SSAT
- Social Services
- SNAP
- Careers Wales

### **b) Partnership with parents**

QEHS firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents of pupils with ALN, details of the parent partnership service available through the LA.

### **The voice of the child – Person Centred Planning**

QEH demonstrates sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. At QEHS we encourage pupils with ALN to participate in their learning by personal target setting, attendance at regular reviews, the writing of One Page Profiles, individual counselling, support sessions and mentoring. There is a school council which represents the views of pupils at every level, pastoral heads of learning for each year group, a dedicated child protection officer, a school nurse/counsellor and a youth worker who offer guidance, counselling and advice through self or staff referral.