



# Queen Elizabeth High School

## Inclusion Policy including ALN

### Ysgol Uwchradd Y Frenhines Elisabeth

*Moving Forward Together*

Curriculum, Staffing & Pastoral Committee  
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Responsible Person — Mrs Lisa Jones  
Designated role — Assistant Head Teacher  
Chair of Governors signature — Jeremy Griffith  
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## Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
1	9/12/2021	1		Update name of new CoG	Update name of new CoG	<i>Jeremy Griffith</i> 8/12/2021

# 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 is 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

### **2.1 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 a Statement 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

### **Allocation of Resources**

All schools in Carmarthenshire receive funding for pupils with ALN in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils;
2. The delegated ALN budget (based on the LA formula, and generated in part by numbers on the ALN Register) covers the additional support required;
3. Specific funds are allocated to pupils with statements;
4. Any requests for additional resources outside the funding allocated to the school can be made via the Resource Panel which LA convenes regularly.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

QEHS follows LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with ALN are included in the Governors' Annual Report to Parents.

### **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 in the National Curriculum judged against appropriate rates of progress.
- 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 and KS4. Standardised Numeracy tests are also now administered in KS£ and Year 10. 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 support additional to that of normal class provision is required, it will be provided through School Action via intervention programmes such as Read, Write, Inc. and Maths Makes Sense. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider establishing an IDP in place of a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment and advises them of this right. For the academic year 2021-2022 years 7 and 10 will be under the new code, all other year groups will be under the old code.



### **(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.

Under the old ALN Code – Categories of support are noted as:

### **(h) SCHOOL ACTION**

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the ALNCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Identified pupils may be offered the opportunity to attend Literacy and Numeracy intervention groups, or to attend the Talkabout programme. Parents will be closely informed of the action and results.

### **(i) USE OF SUPPORT STAFF WITHIN SCHOOL ACTION**

Support Staff in KS4 work with identified pupils in mainstream classes. They may work with individuals or more often with small groups depending on the nature of the group and the needs of the students. Wherever possible and appropriate we aim to offer access to TA support to statemented pupils in all lessons and to other identified pupils where necessary.

In KS3 pupils identified via our screening tests are offered a place in Literacy, Numeracy or other intervention groups, which involves withdrawal from certain lessons in order to boost their basic skills. This is done in consultation with parents, is time limited and subject to regular review.

### **(j) NATURE OF INTERVENTION**

The ALNCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- Access Arrangements for assessments and examinations

#### **(k) SCHOOL ACTION PLUS**

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the ALNCO after full consultation with parents within School Action. External support services will advise on targets and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention or support from a specialist or advisory teacher.

#### **(l) One Page Profile**

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.

### **(m) REVIEWING IEPs**

At school action level/school action+ the OPP will be a group plan based on reading, spelling and numeracy targets. OPP will be reviewed half termly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. The school will involve pupils in this process.

### **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's OPP
- Records and outcomes of reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

### **(n) REVIEWS OF STATEMENTS**

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

- The child's parent/s, guardians
- The child
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- 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 National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing Statement 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

Year 9 reviews will be significant in preparing for the pupil's transition to employment, further education, work-based training, higher education, and adult life. Beyond year 9 the Transition Plan will be reviewed and involve Careers Wales. For pupils in Y9 and beyond, the aim of the annual review is to

- a) review the young person's statement
- b) draw up and subsequently review the Transition Plan.

The annual review of the statement held in year 9 should involve the agencies that may play a major role in the young person's life during the post-school years and must involve Careers Wales service.

With due regard for the time limits set out in the Code, the ALNCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of ALN.

## **CURRICULUM ACCESS AND INCLUSION**

QEHS strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning
- High expectations and suitable targets for all children

At QEHS we have adopted a whole- school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Please refer to our Inclusion Policy.

## **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 IEP 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. The ALN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **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
- Education Welfare
- Social Services
- Friends of the School/PTA
- 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.

**c) Links with other schools and transfer arrangements for ALN pupils**

The ALNCO attends Year 5 and 6 Reviews at Partner Primary Schools. School Action Plus pupils are also discussed at these meetings. Planning for transfer begins immediately. Arrangements are made for any educational psychologist input to amend the statement, the early integration programme is explained and issues like transport, special diets and any necessary disapplication or modification to the national curriculum. TA staff visit the pupils in their primary schools and liaise closely with the class teachers and primary TA staff. Statemented pupils from without the county will have their needs discussed and supported.