



Approval	Name	Signature	Date
Approved for Issue (Chair of Management Committee)	Michayla Poulton		Jan 23

Additional Learning Needs Policy

1. PURPOSE

This policy describes the objectives and approach at the Bridge Achievement Centre for ensuring our pupils' additional learning needs ('ALN') are met in the most effective manner

2. SCOPE

This policy applies to all of the Centre's pupils, staff, parents, management committee, contractors, and other volunteers

3. RELATED POLICIES

This policy is complementary to, and should be read in conjunction with, all of the Centre's existing policies

4. POLICY RATIONALE AND OBJECTIVES

Rationale

Here at the Bridge Achievement Centre we are committed to providing an appropriate and high quality education for all our pupils. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad, balanced and accessible academic and social curriculum, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe

The Bridge Achievement Centre is committed to inclusion. Part of the strategy for pupil progress is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment

and Bridge Achievement Centre ground. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with additional educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as:
 - o those who are sick
 - o those who are young carers
 - o those who are in families under stress
 - o any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We understand that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At the Bridge Achievement Centre we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

The Bridge Achievement Centre sees the inclusion of children identified as having additional learning needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We endeavour to meet the individual needs of pupils with additional learning needs through assessment and intervention in conjunction with an appropriate curriculum/timetable.

The Additional Learning Needs Coordinator ('ALNCo') is **Justin Dowd** who also takes the lead role in relation to inclusion, and reports regularly to the senior leadership team in relation to this area.

Objectives

- To ensure the Additional Learning Needs (ALN) and Educational Tribunal Act (2018) and relevant Codes of Practice and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional learning needs
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- To support in relation to facilitating full access to the curriculum
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having ALN
- To ensure that pupils with ALN are perceived positively by all members of the school community, and that ALN and inclusive provision is positively valued and accessed by staff and parents/carers
- To ensure that we are able to meet the needs of as wide a range as possible of pupils who we support
- To enable pupils to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the children themselves in planning and in decision making that affects them

5. ARRANGEMENTS FOR COORDINATING ALN PROVISION

- The ALNCo will meet with each class teacher at least twice a year to discuss additional needs concerns and to review Individual Development Plans (IDPs)
- The ALNCo will create a culture to be alerted to newly arising concerns
- The ALNCo will discuss issues arising from these concerns with the class teacher and take action as necessary
- Where necessary, reviews will be held more frequently than twice a year for some children

- Targets arising from IDP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles
- The ALNCo monitors planning for ALN: supports year group teams with curriculum planning
- The ALNCo, together with the Bridge Achievement Centre Manager, monitors the quality and effectiveness of provision for pupils with ALN through classroom observation
- ALN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the ALNCo and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the ALNCo, and the senior leadership team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA
- Support staff, class teachers, ALNCo and outside agencies liaise and share developments in order to inform reviews and forward planning

6. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES

The Centre's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs

The school's system includes reference to information provided by:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations made of behavioural, emotional and social development
- An existing Statement of SEN or School Based/LA IDP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Parents/carers
- Multi agency support

Based on the Centre's observations and assessment data and following a discussion between the class teacher, ALNCo and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through a school based IDP provision

7. CURRICULUM PROVISION – HOLISTIC SUPPORT

In order to make progress a child may only require differentiation of the plans/curriculum and pastoral support. The differentiation may involve modifying learning objectives, teaching styles and access/intervention strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The pupils' progress will be **reviewed** as per the assessment and tracking process and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

The school uses an internally developed definition of adequate progress whilst concurrently referring to the **Code of Practice**, that is, progress which:

- Closes the attainment gap between introduction to the Bridge Achievement Centre and expected performance
- Prevents the attainment gap from growing wider
- Matches or betters the pupil's previous rate of progress
- Facilitates full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the pupil's behaviour

Continuous assessment is designed to manage and inform adjustment of support programs. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, additional provision will be arranged.

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children:

- Pupils who have needs similar to other pupils with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling
- Children who we consider to have more severe or longer term needs that are likely to result in an application for further professional advice

Where needs are similar, it is appropriate to support these pupils within a group, focusing on the common needs. However, there is scope within the support plan for each pupil to have an individual target/s as well.

Both groups of pupils will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the ALNCo.

All children have an One Page Profile with targets. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the pupil's additional needs and targets/action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a regular basis. The ALNCo will look at the monitoring information and make adjustments to the provision for the pupil, if appropriate.

IDPs will be reviewed at least termly, although some pupils may need more frequent reviews. The class teacher relevant to the specific element of the target in the IDP in conjunction with the ALNCo will take the lead in

the review process. Parents/carers, any other outside agencies and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the ALNCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the pupil continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the School Based IDP level

8. School Based IDP

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A School Based IDP would be indicated where there is evidence that the level and duration of the pupil's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the pupil's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

The timescale from identifying needs and putting in place the School IDP will be 35 working days. A child receiving support at School Based IDP level will have a one page profile. Monitoring will take place as for School Based IDPs and reviews will be at least on a 6 monthly basis. Provision will run concurrently with differentiated curriculum support.

9. Local Authority IDP (LA IDP)

A child who has a LA IDP will continue to have arrangements as a School Based IDP, and additional support that is provided using the funds made available through a LA IDP

There will be an Annual Review, chaired by the ALNCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the LA IDP or to the funding arrangements for the child.

For current pupils at the Bridge Achievement who have a School Based IDP but it is felt the local authority's support is essential to support that child's learning then a Local Authority IDP referral will be made to the local authority to be considered by the Inclusion Team of Newport.

A School Based IDP would be indicated where there is evidence that the level and duration of the pupil's additional needs are such that the child:

10. SCHOOL ARRANGEMENTS FOR ALN AND INCLUSION IN-SERVICE TRAINING

- The ALNCo attends regular cluster meetings to update and revise developments in Additional Needs Education and Inclusion
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets
- In-house additional needs and Inclusion training is provided through staff meetings by the ALNCo
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate

11. USE OF EXTERNAL TEACHERS, FACILITIES AND SUPPORT SERVICES

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the ALNCo as to the purpose of each visit

- The LA Advisory Teachers visits regularly to provide specific information, share resources and provide in-service training
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example dyslexia or EBD (in line with assessment criteria)
- Teachers from the Sensory Impairment Service work in school to support children, both with and without a LA IDP, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a LA IDP. Class teachers plan alongside these specialist teachers who also attend and contribute to IDP reviews
- The ALNCo liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - GEMS
 - Hearing/Visual Impaired Services

Parents/carers are informed if any outside agency is involved.

12. ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS/CARERS

- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The ALNCo will attend this meeting if the school or the parent thinks this is appropriate
- At review meetings with parents/carers we try to always make sure that the pupil's strengths as well as areas to improve are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we aim to ensure that all parents/carers leave the meeting with a clear view about the action to be taken and the way in which outcomes will be monitored and reviewed

- OPP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All OPPs and reviews will be copied and sent to parents/carers after meetings
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate
- Parents/carers sessions provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Bridge Achievement Centre Manager or, if this fails to resolve the issues, the management committee. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

13. LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS

The Bridge Achievement Centre staff will meet with staff from partner schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the ALNCo during this meeting. Where necessary the ALNCo will arrange a further meeting.

Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEN issue the ALNCo will telephone to further discuss the pupil's needs. At transition to secondary school the ALNCo will discuss individual pupil needs with the receiving school.

14. LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the ALNCo, and referrals will be made as appropriate
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the ALNCo if there is a concern they would like discussed
- There are many voluntary organisations supporting SEN. The ALNCo maintains an up to date list. Parents/carers will be given details of

these groups on request or as appropriate. Information sent from organisations will be posted on the relevant notice boards.

15. INCLUSION PRINCIPLES

- Staff at the Bridge Achievement Centre value pupils of different abilities and support inclusion
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

16. ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every pupil's needs. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate.

Alternative methods of responding or recording may also be planned where deemed appropriate.

17. INCORPORATING INCLUSION ISSUES INTO THE CURRICULUM

The PSE curriculum includes issues of disability, difference and valuing diversity.

Resources/teaching are regularly reviewed to ensure they reflect the range of needs of our pupils.

18. LISTENING TO PUPILS AND THOSE IDENTIFIED WITH ADDITIONAL NEEDS

The Bridge Achievement Centre encourages the inclusion of all pupils in the School Council, Pupil Voice and other consultation groups.

We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff receive on-going training opportunities on issues relating to communication and listening skills.

19. DISABILITY EQUALITY AND TRIPS/OUT OF SCHOOL ACTIVITIES

The Bridge Achievement Centre tries to make all trips inclusive by planning in advance and using accessible venues.

20. EVALUATING THE SUCCESS OF THE SCHOOL'S ALN AND INCLUSION POLICY

Every year, we analyse the data we have on the percentage of our pupils achieving expected progress in relation to Bridge Achievement Centre attainment targets. We also analyse data on behaviour: major behavioural incidents and exclusions. We use this analysis to help us plan our provision map. At the same time, new targets for the year ahead are set, aiming for:

- A reduction in the percentage of pupils with below expected attainment
- A reduction in behavioural incidents and exclusions

The ALNCo will provide information to the management committee as to the numbers of pupils receiving additional educational provision through School IDPs and LA IDPs as well as any pupils for whom a Statutory

Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Bridge Achievement Centre Manager will report on any whole school developments in relation to inclusion, at the same time, and will ensure that committee members are kept up to date with any legislative or local policy changes.

Individual targets for pupils with additional needs will be reviewed through OPP targets.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to ALN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage

21. RECORD OF ISSUE/ACTIVITY

Revised March-23	Policy reviewed and reformatted; no major changes considered necessary
Revised Aug -19	Minor changes made
Revised Feb 2023	