

Local Procedure Title	Additional Learning Needs and EAL
Site	Aspris Talocher School
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Local Procedure Author(s)	Catherine Edwards
Local Procedure Ratification	Checked and Approved by: Claire Imber

1. Introduction

At Aspris Talocher School we are determined to deliver fully inclusive educational experiences for our learners, by ensuring needs are identified early and are addressed quickly so that learners are supported to reach their full potential at school, through an adopted and adapted Curriculum for Wales Framework.

The majority of learners who attend Aspris Talocher School, have a statement of special education needs/ IDP/ EHCP and may have had previous experiences of disrupted schooling, historically unmet needs, as well as a range of comorbid diagnosis, they may have experienced disjointed education and may be performing well below age related expectations. Learners may have large gaps in their learning and may be lacking in self-confidence. Most have some degree of Social, Emotional and Mental Health issues (SEMH).

Full-time education, which considers the ARC (Attachment, Resilience, Competency) Framework and willingness to learn groupings is essential to meeting the needs of individual learners so that they can make expected progress against their baseline assessments, experience success within education and work towards their next steps in education, employment and training.

At Aspris Talocher School we aim to provide a service which considers the following:

- ALNET Act (2018) [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)
- Equality Act (2010) <https://gov.wales/written-statement-equality-act-2010-statutory-duties-wales-regulations-2011-equality-act-2010>
- Additional Learning Needs Code for Wales (2021) <https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>
- Local Authority ALN Strategy [New ALN Reform - Monmouthshire](#)
- Welsh Government Implementation Guidance (2021) <https://gov.wales/implementing-additional-learning-needs-and-education-tribunal-wales-act-2018-practitioner-guide-html>

2. Definition of ALN

Definition of additional learning needs (ALN) Additional Learning Needs:

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—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him 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 schools or mainstream institutions in the further education sector.

3. 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.

Examples of Additional Learning Needs

A learner with Additional Learning Needs might experience difficulties in one or more of the following areas:

- Experiencing difficulties with communication and/or interacting with others (for example finding it difficult to express themselves or understand what others are saying);
- Experiencing difficulties with understanding and learning (for example difficulty with reading, writing or number work, or understanding information)
- Experiencing difficulties with behaviour, social or emotional development (for example unable to control their behaviour *(may show disturbing and aggressive behaviour as a form of communication)*, difficulties processing emotions, make friends, concentrate or struggle communicating with others)
- Experiencing difficulties with sensory and/or physical things (for example hyper mobility lacking in coordination etc.)
- Experience medical problems or difficulties.

3. INTENT: what is the purpose of this local procedure

Aspris Talocher School is an independent specialist school in which all the majority our learners have additional learning needs. The aims of this ALN local procedure are to assist all of our learners to overcome barriers to learning by creating and maintaining a learning environment that is fully responsive to the additional learning needs of every learner. The guiding principles for the implementation of the policy are as follows:

- Where appropriate all learners with ALN will be offered full access to an adopted and adapted Curriculum for Wales Framework.
- Statutory guidance for developing a more inclusive curriculum will be adopted to:
 - i) set suitable learning challenges.
 - ii) respond to learners' diverse learning needs.
 - iii) overcome potential barriers to learning.
 - iv) Provide an appropriate transition into education.

- v) Provide learners with vocational opportunities in line with their future aspirations and goals
 - vi) Prepare learners for further education, training or employment.
- All learners will be the responsibility of all staff, key tutors will monitor day to day arrangements for their key learners
 - The views of our learners will be sought and taken into account through learner centered review reports
 - Parents/carers will be enabled and empowered to fulfil their vital role in supporting their child's education.

4. IMPLEMENTATION: How the school leadership team will ensure staff are aware of and adhere to the ALN procedure at Aspris Talocher School.

School leadership team will ensure staff are aware of and adhere to the ALN procedure at Aspris Talocher School by:

- Attending weekly meetings and discuss ALN with SLT
- Key tutors monitor and update key learners IDP's
- SLT will disseminate procedure to all staff
- ALNCo will discuss issues which arise with staff during weekly meetings, TWIST (Therapy Well-being and Intervention Services Team) will liaise with all school staff and provide strategies that will support meeting the needs of individual learners so that they are able to achieve and make progress in line with their next steps/ IDP's/ outcomes.
- ALNCo will collate information and capture data relating to a learner prior to annual reviews.
- ALNCo will observe learners within lessons and around the school site, ensuring that they are placed within the correct willingness to learn group and that the curriculum meets their individual needs.
- Staff training within the area of ALN is provided through Aspris Learning Lounge modules, training from TWIST team and briefing sessions from ALNCo during meetings. In addition to this Aspris Talocher School staff are encouraged to identify relevant CPD that will expand their knowledge and skill set further and seek approval to attend the CPD from their line manager via the learning lounge.

5. Interventions provided to enable learners reach their full potential.

At Aspris Talocher School the senior leadership team, including ALNCo and TWIST will assess a learners needs individually and develop an interventions package which is in line with provision needs and unique to an individual learner.

Most common interventions on offer are:

- Speech and Language therapy
- Art Therapy
- Play Therapy
- Occupational Therapy
- School counsellor
- ELSA trained LSA
- Drumming lessons to develop coordination
- Camp Hill Crest to develop social skills
- 1:1 intervention
- Vocational learning opportunities

6. IMPACT: leaver destinations and outcomes

Being supported towards greater independence and employability can be life transforming for learners with ALN. A learner centred approach, which takes into consideration an individual's needs, aspirations, skills and capabilities allows for the planning and transition into their next steps of education employment or training.

Learners are set outcomes that are supportive of their individual transition plans and aim towards the correct level of qualification and positive leaver destinations, resulting in the vast majority of learners transitioning into mainstream colleges, training providers or employment for their post 16 education.

7. Arrangements for reviewing statements/IDP's/ EHCP's

The ALNCo at Talocher school will keep a clear and concise ALN audit which will have provision for tracking annual review dates, give a snapshot of learner needs and include the LA designated ALN case work officer.

Annual reviews will be held face to face where possible and will have a high emphasis on learner voice, parent/carer views. Where it is not possible for attendees to join the meeting face to face, then teams invite will be sent out.

Learners' views will be taken prior to the annual review meeting, where possible learners will be asked to join the meeting, however more complex learners may find it difficult to join the meeting face to face, in such instances the ALNCo will share learner' views during the annual review, parents/ carers will also be asked to share any views the learner may have indicated.

Persons invited to the annual review will vary according to the range of multi-agency professionals involved with an individual learner, the ALNCo will ensure that invites are sent through to relevant individuals at least 6 weeks prior to the review meeting.

During the annual review meeting, the ALNCo will begin with introductions and will ensure that all information in part A are correct. During the meeting the content, outcomes and provisions will be reviewed, the ALNCo will complete meeting notes and make any amendments to the statement/ IDP/ EHCP.

The ALNCo will use relevant LA review documents and will liaise with the relevant LA ALN caseworker.

After the annual review the ALNCo will send all review documents along with supporting evidence/ reports to the relevant ALN casework team within the LA relevant to the learner within 10 days.

ALNCo will share the final amended Statement/ IDP/ EHCP with the staff team who work with the learner.

Individual learner outcomes are broken down into short term targets through individual IDP's these are reviewed on a half termly basis by key tutors during IDP days. Parents/ carers and learners are invited to attend individual IDP meetings 3 times per academic year.

8. English as Additional Language

At Talocher School all children and young people, including those with English as an additional language, have equal opportunities to achieve and access the curriculum, facilities and support and guidance available. Staff ensure that learners who use English as an additional language will ensure that there are provisions in place to enable the child or young person to communicate effectively with both their peers, colleagues, and families effectively.

For families whom English is not a first language, and who are unable to communicate in this language Talocher school will seek to ensure that all relevant information is made available to them in accessible format.

Learners who use English as an additional language should be provided with specialist teaching programmes to enable them to gain the skills and knowledge to communicate in English, both verbally and in writing, or in any other form of communication which they use (eg. Makaton, PECS), such that their learning and socialising is not inhibited by language differences.

Where learners use a language other than English as their first language they will be supported and encouraged to achieve to their highest potential in this language also, through being able to access where appropriate relevant academic qualifications in this language. Talocher school will ensure

that learners have individual plans to support their education, including where necessary, plans to enable them to learn effectively across the full curriculum regardless of their first and additional languages.

9. Arrangements for reviewing the procedure

This Additional Learning Needs Coordinator procedure will be reviewed annually by senior leadership team.

Contents Checklist (Local Sites may add additional items – this is a core list)	
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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
02/03/2023	C. Edwards	Addition of intent, implementation, impact. Addition of EAL and arrangements for annual reviews.