

# OAKMONT Education

## Policy

Additional Learning Needs

Ratification	
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<b>Signature</b>	Ben Edwards

Policy	
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## Aims and objectives

Oakmont Education is committed to providing an inclusive and supportive learning environment that meets the needs of all our learners. We recognise that some learners may require additional support to fully access the curriculum and achieve their potential. As such, we have developed this Additional Learning Needs (ALN) policy to comply with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Code of Practice on the identification and assessment of ALN for learners aged 0-25 in Wales (the Code) 2021.

The following principles underpin our approach to supporting learners with ALN:

- **Early intervention:** We recognise the importance of early identification and intervention for learners with ALN. We will work closely with parents, carers, and other professionals to identify and assess any additional learning needs as early as possible, and to provide appropriate support to meet these needs.
- **Person-centred planning:** We will involve learners, parents, carers, and other professionals in the planning and delivery of support for learners with ALN, in order to ensure that it is tailored to meet their individual needs.
- **Access to the curriculum:** We will ensure that learners with ALN have access to the full curriculum, and that any necessary adjustments are made to enable them to fully participate and achieve their potential.
- **Multi-agency working:** We recognise the importance of working in partnership with other professionals and agencies, including health and social care, to ensure that learners with ALN receive the support they need to thrive.
- **Review and evaluation:** We will regularly review and evaluate our provision for learners with ALN, in order to ensure that it is effective and meets their changing needs.

## Roles and responsibilities

The following roles and responsibilities are key to ensuring that our approach to supporting learners with ALN is effective:

**Headteacher:** The headteacher is responsible for ensuring that the school has a clear policy and procedures in place for identifying and supporting learners with ALN. They will ensure that staff receive appropriate training to enable them to support learners with ALN effectively.

**Additional Learning Needs Coordinator (ALNCO):** The ALNCO is responsible for coordinating support for learners with ALN, including liaising with parents, carers, and other professionals, and ensuring that appropriate support is in place.

**Class Teachers:** Class teachers are responsible for identifying and assessing learners with ALN, and for providing appropriate support in the classroom.

**Parents/Carers:** Parents and carers play a key role in supporting learners with ALN, and are encouraged to work in partnership with the school to ensure that their child's needs are fully understood and met.

## Identification of a pupil's ALN and ongoing assessment

We will assess each learner's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the ALNCO to have an initial discussion about whether this lack of progress may be due to ALN. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having ALN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing ALN for pupils whose first language is not English.

### Alternative learning provision (ALP)

We recognise that some learners with ALN may require additional support beyond that which can be provided in the classroom. In such cases, we will work with parents, carers, and other professionals to identify appropriate alternative learning provision, including specialist support and interventions.

### Development and Implementation of IDPs

IDPs will be created collaboratively, involving the pupil, parents/carers, teachers, and relevant external professionals. The plan will outline the specific educational and support needs, goals, and the provisions required to meet these needs.

#### Review and Monitoring:

IDPs will be reviewed at least annually or more frequently if necessary. The review process will assess progress against the goals set out in the IDP and adjust the provisions as needed.

Pupils, parents/carers, and professionals will be involved in the review process to ensure the plan remains relevant and effective.

### Person centred reviews (PCR)

We believe that person-centred planning is key to providing effective support for learners with ALN. As such, we will use a person-centred review process to ensure that learners' needs are fully understood, and that support is tailored to meet their individual needs. The review process will involve learners, parents, carers, and other professionals, and will take place annually to ensure that support remains appropriate and effective.

### Provision map

We will use a provision map to record the support that is in place for each learner with ALN. The provision map will be updated regularly to reflect any changes in support, and will be shared with learners, parents, carers, and other professionals as appropriate. The provision map will be used to inform person-centred reviews and to ensure that learners receive appropriate support.

### The graduated approach to ALN support

Once a pupil has been identified as having ALN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### Assess

The pupil's class teacher and the ALNCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### Plan

In consultation with the parents and the pupil, the teacher and the ALNCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the

pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The ALNCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the ALNCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## Provision for Pupils with English or Welsh as an Additional Language (EAL)

### Identification and Assessment:

Pupils for whom English or Welsh is an additional language will be assessed to determine their language proficiency and educational needs.

This assessment will inform the level of language support, and integration strategies required to ensure full access to the curriculum.

### Language Support Programmes

The school will provide tailored language support programs, including in-class support, small group interventions, and, where appropriate, bilingual resources.

Teachers will use inclusive teaching practices, such as visual aids and differentiated instruction, to support EAL learners.

## Safeguarding and Welfare

### Safeguarding Measures:

The school will implement safeguarding measures tailored to the needs of pupils with ALN, recognising their potential vulnerabilities.

### Emotional and Social Support:

Pupils with ALN will have access to emotional and social support services, including social skills programmes, to support their overall well-being.

## Accessibility arrangements

At Oakmont Education, we are committed to ensuring that all learners, including those with disabilities, are able to fully participate in the educational opportunities and experiences we provide. We have taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:

- We provide regular training for all staff on how to support disabled pupils and ensure that they are not discriminated against in any way.
- We have an accessible entrance.

- We provide accessible toilets for disabled pupils.
- We understand that accessibility is not just about physical access, but also about providing information in accessible formats.

To this end, we have taken the following steps to improve the availability of accessible information to disabled pupils:

- We use assistive technology and software to support learners with disabilities to access information and resources.
- We provide specialist support to our teachers to enable disabled pupils to fully participate in the curriculum and access educational opportunities.

Our Accessibility Plan sets out our commitment to improving accessibility and ensuring that disabled pupils are able to fully participate in the education, benefits, facilities, and services we provide. Our plan includes the following:

- Increasing the extent to which disabled pupils can participate in the curriculum by ensuring that all teaching and learning is accessible to all learners, including those with disabilities.
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide, including the ongoing maintenance and improvement of our accessibility facilities.
- Improving the availability of accessible information to disabled pupils by providing information in accessible formats and using assistive technology and software to support learners with disabilities.

### Links with other policies

Equality, diversity and inclusion  
Curriculum  
Community value  
EAL

### Monitoring

The ALN policy will be reviewed annually by the SLT.

following criteria will be used to assess the effectiveness of the ALN policy:

- The number and type of additional learning needs among the pupil population
- The progress of pupils with additional learning needs in meeting their individual targets and goals
- The effectiveness of interventions and support measures provided to pupils with additional learning needs
- Feedback from parents, pupils, and staff on the provision for additional learning needs.