



ALN/Inclusion Policy 2021-22

Responsibility:	Maria Prosser/Matthew Davies
Review:	September 2022 (due to ongoing changes to ALN)

INCLUSION POLICY

Section 1: Rationale

1.1 An educationally inclusive school is one where the learning achievements and well-being of every young person matters. Educationally inclusive schools are effective schools. This shows in their performance, in their ethos and in their willingness to offer opportunity to pupils who experience difficulty in their learning. It means taking account of pupils' varied life experiences and their needs.

1.2 Whitmore High School is an inclusive school. We believe that all can succeed. The learning, achievements, attitudes and well-being of every pupil matter. In the light of this we have developed a framework of provision through which we support the inclusion and achievement of pupils with a wide range of needs.

Section 2: Aims

2.1 To enable each pupil, regardless of ability and background, to achieve their potential and to do this:

- by encouraging the pursuit of excellence;
- by enabling each pupil to develop their skills and an attitude of enquiry;
- by assisting pupils to overcome learning difficulties;
- by encouraging pupils' self-reliance and sense of responsibility towards the school and the wider community;
- by giving all pupils an awareness of their own worth and a sense of achievement and enjoyment in their own development;
- by providing a caring atmosphere in which stable relationships can be formed;
- by developing the partnership between home, school and the community.

Section 3: Principles

3.1 We seek to provide a stimulating learning environment which maximises individual achievement and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life by:

- ensuring wherever possible that all pupils have equal access to all aspects of the curriculum and school life;
- providing a curriculum which promotes a full range of learning, thinking and life skills;
- providing a broad and balanced curriculum;
- using flexible and responsive teaching and learning styles;
- setting suitable learning challenges for all pupils;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment;
- developing a close partnership with the whole community but especially with parents;
- working with The Vale of Glamorgan Local Authority and drawing on the specialist services offered by the local authority and other agencies to support pupils with additional learning needs;
- working with local medical services.

Section 4: Identification of pupils with additional learning needs

4.1 Many pupils with additional needs are identified at primary school and their needs assessed in the course of transition from Year 6 to Year 7. As a result, arrangements for their support are considered before they arrive at Whitmore High School and they are included on the ALN register on entry. Other pupils are identified through screening procedures on arrival and placed on the register. As pupils progress through school, parents and teachers contribute to the identification of a pupil's learning difficulties. These pupils are referred to the Additional Learning Needs Co-ordinator (ALNCo).

4.2 The new ALN Act clearly outlines the criteria for ALN and currently the school are transitioning through these changes.

4.3 Information and data relating to ALN has historically been stored in the school's System Information Management System (SIMS) and is used when reviewing and monitoring pupils' progress. It is stored for the duration of the pupil's time at Whitmore High School, and until the young person is 25. More recently the school have introduced class charts which allow staff members easy access to pupils' records. In addition to this Provision Mapper is in development.

Section 5: Involvement of parents and pupils

5.1 Staff work closely with parents/carers, listening to their concerns and views and discussing the needs of their child, the support strategies being used and the progress their child is making. The school reports regularly to parents via parents' evenings, assessments and school reports. The new ALN process outlines the importance of pupils, parents and professionals being fully involved in the IDP process through PCP meetings.

Section 6: Learning Support Provision

6.1 The school has a range of learning support facilities which currently support around 30 pupils who either have ALN statements/School- or LA-led IDPs with approximately 150 pupils who are currently being monitored.

The Learning Support Department supports pupils with a range of additional learning needs. It is led by the ALNCo and ALN manager (HLTA) who manage a team of teaching assistants (TAs) assigned to support pupils in each year group with in-class support as well as specific and focused teaching sessions. The department has 9 TAs (not all full time). The main strands of their work include development of literacy and numeracy skills in addition to well-being interventions including Trauma therapy.

An LA funded Visual Impairment teacher works full time within the school and offers support to identified pupils.

The ASC base provides support for 11 pupils who are diagnosed with Autism Spectrum Condition, enabling them to access and be included in mainstream education. Support is provided by one teacher, one HLTA and six TAs. This support allows the students to access the curriculum and mainstream lessons wherever possible.

6.2 The teams working in the base provide:

- in-class support across the curriculum;
- withdrawal from class for one-to-one and small-group literacy, numeracy and social skills support;

- differentiated curriculum provision for Years 7 to 13 according to need;
- a place where pupils can spend time before school and in break and lunchtimes, with extra-curricular activities on offer to support their learning and the development of independent living skills.

The teams liaise closely with colleagues teaching mainstream classes attended by pupils with additional learning needs to ensure that the pupils are able to access the curriculum and their special requirements are addressed. Pupil Passports are shared with staff members. The Inclusion team work closely with representatives from the core subjects on best practice with ALN and vulnerable pupils. They also work with the Examinations Officer to ensure that the regulations applying to access arrangements and reasonable adjustments for candidates with disabilities and learning difficulties, as outlined by the Joint Council for Qualifications (JCQ), are adhered to when such pupils sit exams or undertake non-examination assessments.

6.3 All staff teaching or supporting pupils with additional learning needs are responsible for helping to meet those needs.

Section 7: English Additional Language (EAL) Provision

7.1 The local authority keeps records of EAL pupils and the stages of language acquisition. This list is updated regularly and schools are informed. The local authority supports the school with provision when it is needed through outreach work.

Section 8: Looked After Children (CLA)

8.1 Looked-after children often experience disruption in their education because of their family situation. This can involve periods of absence and changes of school. The school is required to have a staff member designated to oversee provision for looked-after children and ensure their needs are addressed. The designated staff member is the Associate Assistant Headteacher for Safeguarding. All LACE pupils have a Personal Education plan which is reviewed every 6 months by the nominated lead for safeguarding. Where they have an Additional Learning Need they are supported by the appropriate team.

Section 9: Young Carers

9.1 A central list is kept of young carers within the school. A nominated member of staff is responsible for monitoring and supporting these pupils. The local authority provide support to these pupils.

Section 10: Support Services

10.1 The school makes full use of outside agencies to support the needs of pupils with Additional Learning Needs. These include the local authority's Achievement Service, the Education Welfare Officer assigned to the school by the authority, paediatric medical experts based at St David's Hospital, speech therapists, the school nurse, Cardiff Council Social Services and the assigned educational psychologist.

Section 11: Pupils with protected characteristics

11.1 Many of the pupils identified as having Additional Learning Needs, particularly those with ALN statements, are likely to be regarded as disabled within the terms of the Equality Act 2010. The school is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly, reasonable adjustments are made and the pupils have equal access to all services and activities provided by the school, including trips and clubs, in line with the provisions of the Act and in compliance with the school's equality policy.

11.2 Another protected characteristic under the Equality Act 2010 is pregnancy/maternity. The school strives to ensure that girls who become pregnant or have young children are able to continue their education. Depending on the particular circumstances they may attend on-site classes, attend the Outreach Programme or receive home tuition.

Section 12: Allocation of resources

12.1 The bulk of the annual funding for the school is provided by the local authority through the school's delegated budget. This includes an element distributed by formula for the costs of meeting Additional Learning Needs. The school receives further ring-fenced funding from the local authority for ASC Base and those pupils who have funding identified through their statement of Additional Learning Needs.

Section 13 : New Legislation

13.1 The Additional Learning Needs and Educational Tribunal (Wales) Act 2018 is replacing the current legislation (the Education Act 1966 and the 2004 ALN Code of Practice for Wales). The new Act and a new Code of Practice came into force in September 2021. The school is already moving towards the more integrated approach required under the new Act. In recognition of the ALNCo's long established good practice he works closely with the local authority as an IDP Champion.

This policy will be reviewed in the light of the new requirements on a yearly basis.

Section 14: Monitoring and Review

14.1 The Assistant Head Inclusion monitors ALN provision and works closely with the members of the inclusion team to ensure parity between each of the inclusion strands.

14.2 Information from the annual review/IDP meetings is submitted to the local authority (LA) to inform its review of additional learning needs provision across the Vale.

14.3 The team have recently a named link governor for ALN/Inclusion who will contribute to the development of policy and review of provision. The Governing Body's annual report includes information on provision for pupils with Additional Learning Needs.

