

ADDITIONAL LEARNING NEEDS POLICY

This policy has been drawn up in line with the Special Educational Needs and Disability Act 2001, the Disability Discrimination Act 2007 and the Equality Act 2010.

The aims and objectives of the policy.

1 : 1 The main aim at Stanwell School is to develop the full potential of each pupil in all aspects of school life and in order to achieve this aim, the school has a whole school approach towards pupils with Additional Learning Needs (A.L.N.).

The aims of the school apply equally to pupils with Additional Learning Needs and they are:

- * To help pupils to use language effectively when reading, writing, listening, and speaking.
- * To enhance numeracy.
- * To provide a scientific and technological base which assists the acquisition of skills, knowledge, and understanding.
- * To encourage pupils to participate in A.L.N. assessment procedures, in agreeing and implementing appropriate strategies, setting targets and involvement in self assessment.
- * To develop creative and aesthetic skills and appreciation.
- * To teach pupils about the development of mankind, and help them understand the history, geography, religions and all aspects of the world in which we live.
- * To develop mental and physical skills which promote physical well-being and self awareness.
- * To instil respect for moral values and tolerance of others.
- * To help pupils develop lively, enquiring minds that approach tasks logically and persevere to achieve success.

The school plays an important part in assisting the personal and social development of pupils as they mature and the objectives are:

- * To encourage pupils to have high expectations of themselves.
- * For pupils to develop a set of values which includes truth, honesty, consideration for other people, and good manners.
- * To encourage pupils to develop sensitive relationships within the school community and their lives outside the school.
- * For pupils to develop self-discipline.

The whole school approach to A.L.N. gives all pupils access to a broad, balanced and relevant curriculum in line with the National Curriculum and the school's stated aims.

The named person for A.L.N.

1 : 2 Mr J John is the school's A.L.N. co-ordinator with responsibility for the day-to-day operation of the school's A.L.N. policy.

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1 : 3 Mr J John (ALNCO) and Mrs R Connor (Assistant Headteacher) are responsible for organising a variety of learning strategies throughout the school.

1 : 4 The A.L.N. team, together with Heads of Department and teaching staff co-ordinate the education of pupils with A.L.N.

Admission Arrangements.

1 : 5 All pupils are admitted to the school in accordance with the school's admissions policy.

Issues related to access.

1 : 6 Buildings recently completed at Stanwell have been built in accordance with current legislation and therefore have lift facilities, disabled toilets, wide door access and wheelchair access. Extensive computer facilities are available in several areas of the school and are intended for the use of all pupils.

2 : 1 Allocation of resources to and amongst pupils with A.L.N.
Resources are allocated to subject departments and to the A.L.N. team to meet the requirements of the A.L.N. pupils. This provides for teaching of pupils with specific learning difficulties, support teachers in subject departments, and provides additional support teaching for designated pupils and various additional learning needs teaching resources and materials.

2 : 2 Identification and assessment arrangements.

A.L.N. pupils are identified by various means:

- i) as part of the school's extensive Primary/Secondary transfer procedure. A.L.N. forms an important aspect of the information gathered in this process;
- ii) information from outside agencies e.g. educational psychologist;
- iii) referral by parents;
- iv) referral by teachers;
- v) as part of the school's assessment procedures.

Detailed assessments are made of all A.L.N. pupils by the A.L.N. team as part of the teams assessment programme and procedures.

Extensive records are maintained for each pupil together with the school's A.L.N. register. All these procedures are in accordance with the SEN Code of Practice *and The Disability Act 2001* and are reviewed regularly.

2 : 3 Arrangements for providing curriculum access.

Within the context of the whole school approach to A.L.N. all teachers are deemed to be teachers of children with additional learning needs. Each department has a designated member of staff with responsibility for pupils with A.L.N. and, together with the Head of Department and A.L.N. Co-ordinator, are responsible for developing strategies to meet the additional learning needs of pupils in line with all pupils' right to a broad, balanced and appropriate education.

ADDITIONAL LEARNING NEEDS POLICY**2 : 4 Integration**

All pupils with A.L.N. are integrated within their peer groups with those pupils experiencing the greatest difficulties receiving support from the A.L.N. team, subject departments and the pastoral teams. The varied provision of the A.L.N. department includes learning support lessons, support teaching for pupils in mainstream classes, team teaching, smaller differentiated groups based on ability, differentiated material, individual programmes of work, together with individual tuition and counselling. There are also Literacy and Numeracy programmes which involve all learners

Pupils are encouraged to work to their full potential and fully participate in all aspects of school life staff recognising their strengths as well as appreciating their A.L.N.

2 : 5 Criteria for evaluation.

The school evaluates the success of its A.L.N. policy by:

- i) close monitoring of the use of resources;
- ii) regular reporting from support staff;
- ii) having effective assessment and identification procedures;
- iv) maintaining individual programme and results;
- vi) keeping detailed records of A.L.N. pupils;
- vi) monitoring the number of pupils on the A.L.N. directory and the numbers of pupils at each stage of the A.L.N. directory and the numbers of pupils at each stage of the code.

2 : 6 In the event of any complaint regarding pupils with A.L.N. contact should initially be with the A.L.N. Co-ordinator who will investigate the matter fully. Should this prove unsatisfactory, the complaint would be referred to the Headteacher who will follow the procedure set out in the school's Complaints Procedure.**3 : 1 A.L.N. Training development forms an important part of the school's INSET programme of staff development for the whole school, subject departments and the A.L.N. team.**

There is a planned programme of INSET designed to meet current needs and proposed future developments.

A.L.N. staff are encouraged to obtain further qualifications as part of their personal Professional development.

3 : 2 The school makes regular use of, and works closely with, the support services and outside agencies such as the school's E.W.O. school medical officer, occupational therapist, nurses concerned with diabetes and cystic-fibrosis when appropriate.**3 : 3 The school recognises the importance of working closely with the parents of pupils with additional learning needs and the partnership involved. Parents are encouraged to contact the school at anytime to discuss their child's progress or any concerns. A set time is allocated each week to enable parents to meet with Mrs R Connor/Mr J John and other members of the ALN team.**

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Regular contacts are made with A.L.N. pupils' parents both on an individual basis and as part of the school's established programme of parental meetings. Good working relationships are developed with parents and close and positive links are maintained. Parents discuss particular issues and make useful contributions and their children's progress is regularly reviewed in line with the Code of Practice.

3 : 4 Links and integration programmes have been established when appropriate with other mainstream schools e.g. special schools and colleges.

3 : 5 The school works closely with Social Services where appropriate, various health services and the educational welfare services.

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Reviewed by: Date:	SO April 2019
Approved by Governing Body:	April 2019