St David's College

— Est. 1965 —

ADDITIONAL LEARNING NEEDS POLICY

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Date	Review Date	Monitoring	Special Needs Coordinator (SENCO)	Nominated Governor

21/09/2026	**21/09/2027**	**Annually by Ed com**	**Faye Favill**	**Paul Hadley**

This policy relates to the following legislation:

- Children Act (1989)
- The ALN Code for Wales (2021)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- School Standards and Framework Act (1998)
- Education Act 2011
- Equality Act 2010
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)

The following documentation is also related to this policy:

- The Welsh Government's "The Additional Learning Needs Code for Wales 2021", March 2021
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory
  Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (for EHCP pupils)
- The Department for Education's Statutory Guidance "Working Together to Safeguard Children". July 2018
- The Equality and Human Rights Commission Guidance "Reasonable Adjustments for Disabled Pupils, 20

We must provide appropriate additional learning provisions ("ALP") for children and young people to meet their needs. It is also our duty to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if ALP is made for them. We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

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Section 1: Aims and Objectives

1.1. Introduction

1.1.1. this Additional Learning Needs ("ALN") policy explains how this school will ensure that appropriate provision is made for any pupil with special educational needs and how those needs are communicated to all who are likely to teach them.

1.1.2. as appropriate, the aims and objectives of the ALN Department (often referred to as Cadogan) align directly with those of the School and are also rooted in the values derived from and guided by the requirements of the Welsh Government.

1.1.3. the ALP is primarily located in the Cadogan Centre, ALNCo Office, Bridge Therapy Suite and the Solar Rooms; other classrooms are also utilised as appropriate.

1.2. Principles

1.2.1. St David's College takes pride in its inclusive ethos, which values and celebrates the abilities of all its students, combining high-quality teaching with challenging opportunities in an environment where tolerance and understanding of others are equally valued.

1.2.2. we believe that all practitioners are teachers of pupils with ALN and should differentiate according to each pupil's individual needs. Monitoring the progress of all pupils is an ongoing process that allows for the early identification of any pupils who may require extra or different support.

1.2.3. we believe in equal opportunities and aim to fulfil the physical, emotional, and intellectual needs of all our pupils. Consequently, this policy should be read in conjunction with our equal opportunities policy.

1.2.4. pupils with ALN are fully integrated into the life of the school. We recognise the strengths of every individual as well as any areas for their development and ensure that all contribute to the social and cultural activities of the school. We have formal procedures to ensure that all students have access to the curriculum and can thrive. All our students are encouraged to reach their full potential through excellent teaching and targeted support; where possible, educational provision is achieved through integration into the mainstream curriculum.

1.2.5. we recognise that the range and severity of learning difficulties in a typical class at St David's College can be significant, and every teacher is essentially a teacher of ALN. Thoughtful and imaginative adaptation of the curriculum may be necessary to align what is taught and how it is delivered with the pupils' aptitudes and abilities.

1.2.6. we believe that learning can only be effective if it is conducted in a secure, caring, supportive, and disciplined manner that demonstrates mutual respect and fosters good teacher-pupil relationships. These relationships should build trust, promote self-reliance, and encourage the development of individual initiative. We believe that St David's is an inclusive school, and alongside formal procedures for meeting the needs of all students, we also have many informal procedures, which are outlined within this document.

1.2.7. we endeavour to monitor all children and pupils who are not making adequate progress in the four broad areas specified in the ALN Code of Practice.

- Communication and interaction,
- Cognition and learning,
- Behaviour, emotional and social development, • Sensory and/or physical needs.

The school will consider the additional learning needs code 2021 when carrying out its duties towards all pupils with special educational needs and will ensure that parents are notified of a decision by the school that ALP is being made for their child.

1.2.8. we recognise that at some point in any student's journey, the individual may need extra support to reach their potential. No matter the need or how long support is required, the school will do its best to meet that need. If our experienced and highly qualified staff cannot provide this support for any reason, then, in partnership with parents and the local authority, we will recommend seeking external specialist support or assessment.

1.3. Definitions

1.3.1. The following terminology has been used:

A pupil who has a learning difficulty requiring special educational provision is said to have Additional Learning Needs.

A child has Additional Learning Needs if they experience significantly greater difficulties in learning than most others of the same age or have a disability under the Equality Act 2010 that prevents them from accessing facilities for education or training.

If the child needs different or extra educational provision compared to what is usually provided for his/her peers, then that educational provision is considered 'Additional Learning Provision.
The term 'parents' is used throughout this policy to refer to any parent, guardian, or other adult in 'loco parentis'.

1.4. Partnership (See Also Section 4)

1.4.1. parents and their involvement and support are crucial for children's success in education, especially those with ALN. Parents are encouraged to discuss any issues and concerns with the class teacher, form tutor, ALNCo, deputy head teacher, head teacher, or ALN governor. Partnership with parents is essential in helping children and young people with ALN reach their full potential. The school understands that parents possess key information and have the knowledge and experience to contribute to a shared understanding of a child's needs and the best ways to support them. All parents of children

with special educational needs will be regarded as partners and supported to play an active and valued role in their children's education.

1.4.2. Young people with special educational needs often have a unique understanding of their own needs and their views on what kind of support would help them make the most of their education will be learnt. They will be encouraged to take part in all decision-making processes and contribute to the assessment of their needs, the review, and transition processes.

1.4.3. Partnership with Internal/External Colleagues/Agencies.

The Cadogan Department collaborates closely with senior managers to ensure that the school curriculum and timetable:

- are balanced, meaning they support adequate development across all curricular and skill areas
- allow for differentiation based on individual needs
- provide equality of opportunity and access to various curricular and skill areas

The Department will liaise regularly with all relevant external agencies – Local Education
Authorities, Health Boards, Social Services, and Careers Companies – to ensure the detailed and complex needs of individual pupils are being met and each is providing the services required to meet these needs.

1.5. Aims

1.5.1. at St David's College, we aim to improve pupils' standards of achievement across all areas of school life by developing and expanding curriculum opportunities for everyone. While encouraging students to cultivate lively and inquisitive minds, we also strive to support their growth in independence and confidence, both academically and socially. This entitlement curriculum is regularly reviewed to ensure it remains relevant to the children's current and future needs and that it is recognised as such by the children themselves and their parents.

1.5.2. We will ensure that:

- The school complies with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and other statutory guidance issued by the Welsh Government, which are effectively implemented within the school.
- Every pupil with special educational needs and/or disabilities receives the best possible opportunity to achieve the five Every Child Matters outcomes.

  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution

- achieve economic well-being

In detail, we aim to:

1. Ensure full entitlement and access for ALN pupils to high-quality education within a broad, balanced, and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. Stimulate and/or maintain pupil curiosity, interest, and enjoyment in their own education.
3. Enable ALN pupils to be familiar with a body of knowledge, skills, principles, and vocabulary for them to lead full and productive lives.
4. Promote a broad curriculum to ensure intellectual, emotional, social, and physical development.
5. Identify and assess pupils with ALN as early and thoroughly as is possible and necessary.
6. Meet the needs of all pupils who have ALN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

1.6. Objectives

1.6.1. these objectives align with the aims outlined above, the guidelines specified in the Additional Learning Needs and Education Tribunal (Wales) Act 2018, and relevant sections of other school policies. They aim to demonstrate how the existing structures and systems operationalise the aims.

1.6.2. We will:

1. Ensure all pupils have full access to a broad and balanced curriculum suitable for their abilities and needs, and make necessary provisions for any pupil with ALN.

2. Monitor our annual intake to ensure that pupils with ALN (with or without IDPs/EHCP) have not been refused admission or treated unfairly because of their special needs, provided they remain within the school's remit.

3. Identify and assess the specific needs of pupils during transitions from other schools and within the school itself, across the entire ability range, and provide appropriate support to meet these needs.

4. Support departments in the ongoing identification of pupils with special needs and offer ideas, advice, resources, and suitable teaching strategies that will help staff maximise the full potential of all pupils under their care.

5. Prepare pupils with special needs to actively participate in the community after leaving school by establishing and maintaining strong links with the Further Education sector and external agencies.

6. Enhance staff's understanding and skills to support pupils with special educational needs through collaboration both inside and outside the classroom, as well as through In-Service Training (INSET).

7. Carry out all assessment and monitoring procedures, as outlined in the Additional
   Learning Needs and Education Tribunal (Wales) Act 2018 and the Children and Families Act (2014) emphasise fully involving parents or carers of pupils with special needs in all aspects of their child's education and aim to continue and strengthen the positive relationships already established with parents.

8. Build strong relationships with all members of the College's Senior Management Team and involve them in developing and monitoring Special Needs provision in the school. (ALNCo is a member of the SLT).

9. Build on the pastoral and academic links within the school to ensure that provision for special needs is co-ordinated across all areas.

1.7. Monitoring, Evaluating and Reviewing the SEN Policy

1.7.1. the ALN Policy undergoes a regular annual cycle of monitoring, evaluation, and review. It should be read alongside the school's behaviour and equal opportunities policies, as they are directly interconnected. As part of the monitoring, evaluation, and review process, the ALN Action Plan outlines the actions needed to achieve the aims and objectives of the ALN Policy. A copy of the latest Action Plan is available on the Cadogan intranet and the Senior Leadership Team Folder.
Further details of the process of Monitoring and Evaluating ALN provision are in Section 5.

Section 2: Management and Coordination of the School's ALN provision

2.1. The Governing Body

2.1.1. the Governing Body has appointed a governor to oversee special educational needs provision in the school and to keep the full governing body informed about how the school is meeting the statutory requirements. The ALN governor will also:

2.1.2. Help raise awareness of ALN issues at governing board meetings

2.1.3. collaborate with the Headmaster and ALNCO to shape the strategic development of the ALN policy and provision within the school.

2.2. The Headmaster

2.2.1. the Headmaster is the school's "responsible person" and oversees the work related to students with special educational needs. He will keep the governing body informed about the provision made by the school for special educational needs.

2.3. The Teaching Staff

2.3.1. all teachers at St David's College are responsible for pupils with ALN. All teachers and support staff receive in-service training in identifying and supporting pupils who need an education offer that is additional to and different from the differentiated curriculum provided to all pupils. Teaching staff will also collaborate with the ALNCO to review pupils' progress and development and implement any necessary changes.

2.4. The ALNCo

2.4.1. Dr Faye Favill, Special Education Needs Coordinator (ALNCo), oversees the daily education provision for pupils with special educational needs at St David's College. As outlined in the revised ALN Code of Practice, the Alnco holds overall responsibility for the provision for students on the ALN Register. The ALNCo's duties include:

- overseeing the daily operation of the school's ALN policy.
- liaising with and advising fellow teachers.
- managing the ALN team of teachers.
- coordinating provision for pupils with special educational needs.
- overseeing the records of all pupils with ALN.
- liaising with parents of pupils with ALN.
- contributing to the in-service training of staff; and
- Liaising with external agencies, including educational psychology services, therapists, medical and social services, voluntary bodies, legal firms, careers companies, and Local Authorities.

The Governing Body will decide the role, key responsibilities, and monitor the effectiveness of the ALNCo in fulfilling those responsibilities.

2.5. The ALN Department staff

2.5.1. The Cadogan staff, found in the Cadogan Centre, James Webb ALNCO offices or the Solar Rooms, provide:

- Expertise in supporting pupils with learning difficulties, including mild to moderate emotional and behavioural issues, as well as specific learning challenges such as dyslexia, dyscalculia, DCD, DLD, ADHD, and Visual Stress.
- Information to ensure that subject staff are fully informed about the special educational needs of any pupils in their charge.

- Advice and guidance for subject teachers and departments on implementing differentiated teaching strategies and appropriate resources.

We consider that one of the key roles of the ALN Department is to support subject staff in 'delivering' the curriculum for maximum effect. Details of how these roles are carried out are found in the sections below and in the Staff Handbook. A complete list of all teaching and support staff responsible for areas within ALN and their terms of reference can be found on the Cadogan Site in Staff Resources. The ALNCO will support staff with inclusive lesson planning. Specialist support teachers partner with teachers of their pupils and assist in lesson planning to help remove pupils' barriers to learning.

2.5.2. cadogan staff also provide advice and INSET (In-Service Training). The ALNCO guides curriculum teachers towards the Level 3 Patoss Certificate in Dyslexia: Literacy, Support, and Intervention. The ALNCO creates opportunities for subject teachers and other departments to participate in CPD on teaching methods and resources that ensure all pupils have equal access to the curriculum and can achieve success and enjoyment in their work. These INSETS address issues such as working with pupils with DLD, DCD, ADHD, and other specific learning difficulties, as well as how to effectively construct worksheets and differentiated materials in the classroom.

2.5.3. cadogan staff also collaborate with subject teachers, parents, and pupils in developing Individual Development Plans (IDPs) (see Section 3) to organise support and provide a variety of approaches to boost pupil self-esteem. This can be achieved by adopting suitable teaching methods and resources that are sensitive to the expected learning pace.

2.6. The Role Played by Parents of Pupils with ALN

2.6.1 The School will ensure that parents and pupils are involved in decisions regarding the formulation of ALPs. We recognise that parents possess essential information, knowledge, and experience that contribute to the shared understanding of the best ways to support behaviour and learning. The views of pupils and their parents will be listened to and incorporated into the planning to address their needs.

2.6.2. The primary goal is to foster a productive partnership with parents. The ALN department ensures that parents are kept informed about the work undertaken with their child, and copies of IDPs are emailed to parents and shared on ISAMS in the parent portal. Parents are encouraged to contact the ALN department if they have concerns or wish to discuss anything. Additionally, parents are invited to contribute to the review processes, and all contact with parents is documented in Pupil Folders and ISAMS.

Section 3: Provision – Meeting the Needs of Pupils with Additional Learning Needs

3.1. Admission of Pupils

3.1.1. pupils with ALN will be admitted to St David's College in accordance with the school's admissions policy. The school is aware of its statutory and legal obligations. It will use interviews and induction meetings with prospective parents to establish whether we can meet the pupils' needs.

3.1.2. New Pupils are invited to visit the school for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage. Children with ALN who transfer from other schools are supported through their induction to the school by their 1:1 teacher, class teacher, ALNCo and by classroom buddies to ensure that they have a smooth transition.

3.2. Identification and assessment

3.2.1. The identification of individual needs of pupils is a collaborative process involving school staff, the ALNCo, the pupil, and parents, with additional expertise provided as needed by an Educational Psychologist, Local Authority teams, speech and language therapists, occupational therapists, physiotherapists, and medical and nursing services.

3.2.2. needs and provisions for pupils with EHCPs/IDPs of ALN are determined by the ALNCo and are met through resources provided directly by parents, a Local Authority, and school resources.

3.3. Individual Learning Plans and Pupil Passports

3.3.1. Strategies and interventions used with pupils are documented in an Individual Learning Plan (ILP) and Pupil Passport (PP). IDPs and PPs serve as teaching and planning tools. They are working documents for all specialist support staff, recording key short-term targets and strategies for an individual pupil that differ from or complement those in place for the rest of the group or class.

3.3.2. ILPs will focus on up to three key individual targets for the specialist support teacher, and the Pupil Passport will concentrate on three individual crosscurricular targets that help address the individual pupil's needs and specific priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics, or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular, and sometimes subjectspecific. Success and/or exit criteria will also be included, and pupil outcomes will be recorded and reviewed. ILPs and PPs are discussed at Parents' Evenings, and parents of EHCP/IDP pupils will be invited to a

formal Review meeting at least once a year to discuss provision, including ILPs.

Coordinating PPs and ILPs Across the Curriculum. Although the coordination and planning of a pupil's IDP, particularly when setting appropriate targets, is the responsibility of the ALNCo, the Code of Practice (2015) clearly states that devising strategies and identifying suitable methods of access to the curriculum should fall within the expertise and responsibility of individual subject teachers. The IDP and PP only record information that is additional to or different from the mainstream differentiated curriculum provision. The IDP and PP are concise but informative, focusing on up to three individual targets related to a pupil's needs. The IDP and PP are uploaded to ISAMS.

PPs provide curriculum teachers with pupil information and cross-curricular targets to work on in class, whereas the IDPs also offer pupil information and cross-curricular targets for classroom work, but the IDP functions more as a lesson planning and recording tool used by specialist support teachers during their lessons.

3.4. A Graduated Response

3.4.1. we recognise that children's needs and requirements may fall into or across four broad areas. These are:

- Communication and Interaction
- • Cognition and Learning
- • Behaviour, emotional, and social development • • Sensory and/or physical development.

3.4.2. pupils with ALN follow the same curriculum as other pupils. When appropriate, reasonable measures are taken to adapt the curriculum for pupils with ALN and reasonable adjustments are made for disabled pupils.

3.4.3. the school applies a graduated response through classroom interventions, ALP, and EHCPs/IDPs for ALN. The graduated response to meeting individual needs begins once it is determined that a pupil may have ALN, and immediate provision is made for that pupil. The key criterion is when the pupil is not making at least adequate progress or cannot access the curriculum.

3.4.4. the ALNCo will inform the pupil's parents as the school begins making arrangements and will explain in detail the provisions for their child and how outcomes will be monitored and reviewed.

3.4.5. once a pupil is identified as having ALN, the additional or different provision is described as ALP. The action could include further assessment, different curriculum materials, or alternative methods of teaching, and it may sometimes involve additional adult support, but not always.

3.4.6. If, during a review, after trying a range of additional or different interventions, time, the pupil is still not making at least adequate progress or is still unable to access the curriculum, the School, with parental agreement, may decide to move to further interventions through increased ALP.

3.5. Provision for sensory and/or physical needs

3.5.1. provision for sensory and/or physical needs is tailored to the individual pupil's requirements and includes:

- Support from our in-house OT – two days a week, along with NHS OT reports and visits.
- Provision of ICT specialist software for writing and reading, such as scanning pens and Microsoft Learning Tools.
- Access to a specialist teacher for sensory impairment and/or physical needs, working in partnership with parents and the local authority.

3.6. Provision for Communication and Interaction Difficulties

3.6.1. speech and language support are also tailored to individual needs and are provided by our in-house SALT (three days a week), as well as private and local health authority practitioners. Additionally, the school offers self-esteem workshops and mentoring.

3.7. Support for Social, Emotional and Mental Health Difficulties

3.7.1. support for social, emotional, and mental health difficulties is provided by external agencies, coordinated by the ALNCo. We make referrals to schoolbased counsellors, offer private counselling, or CAMHS. Additionally, the school runs a Social Use of Language Programme (SULP) delivered by our SALT and Learning Mentors.

3.8. Access Arrangements

3.8.1. access arrangements for examinations are organised by the ALNCo in close liaison with the school's examinations officer. This can include extra time, and/or provision of a reader and/or scribe, and/or use of a PC in examinations. All pupils are screened in year 10.

3.9. Allocation of Resources

3.9.1. most of the resources used by pupils with special educational needs are available within the classroom. Funds may also be allocated for additional resources, staffing costs, and the time given to the ALNCo to manage support for those with special educational needs and to meet the objectives

of this policy. Any requests for further resources should be directed to the ALNCo.

3.9.2. ALN Department resources are allocated for the following:

- Resources allocated to the Cadogan learning resource centre.
- Specialist equipment for the department.
- SULP small group support.
- Individual 1:1 support lessons and small group specialist support lessons 1:2 and 1:3 teacher to pupil ratio

3.11. Monitoring the Effectiveness of Provision

3.11.1. tested twice yearly, and a list of the resulting reading, spelling comprehension, and maths standardised scores is provided to all staff on the Cadogan resources site.

3.11.2. Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the ALNCo to consider what else might be done.

3.11.3. The starting point will always be a review of the strategies being used and how they might be developed. An evaluation of the strategies in place may lead to the conclusion that the pupil requires additional help beyond what is normally available within the particular class or subject. Consideration should then be given to assisting the pupil through ALP. The key indicator for the need for action is evidence that current rates of progress are inadequate.

3.11.4. external Reviews. All pupils with an EHCP/IDP of ALN must undergo an annual external review of their EHCP/IDP. The ALNCo is responsible for organising these reviews. She contacts all relevant agencies, the LA, and collects reports and comments from teachers, medical professionals, EPs, social services, and others involved in the pupil's welfare. Copies of these reports are circulated to everyone invited to the review two weeks in advance of the meeting. The review is chaired by the ALNCo and attended by parents, the Educational Psychologist, and any other relevant agencies. The pupil is also invited. The ALNCo completes the necessary forms and updates the EHCP/IDP as needed. From Year 9 onwards, the Careers service is also invited to attend to advise students on post-school options. After the review, relevant information is shared with staff, and copies of the review reports are sent to all attendees. All documentation is securely stored in the ALN files in Cadogan.

3.11.5. Complaints procedures. Complaints received from parents about provision are initially referred to the ALNCo, who will take action if it can be dealt with internally or refer it through the usual school procedures to the headmaster. All correspondence and complaints, along with actions, are recorded electronically for future reference.

Section 4: Working in Partnership

4.1 Working with other Departments

4.1.1. principles. The ALN staff work closely with subject-based departments and those in senior roles responsible for designing and managing the curriculum to ensure that ALN pupils:

- Have full entitlement and access to high-quality education within a broad, balanced, and relevant inclusive curriculum, including access to the National Curriculum. The curriculum should be based on the following principles: o setting suitable learning challenges for pupils; o enabling the school to respond to pupils' diverse learning needs; o aiming to overcome potential barriers to learning.
- Stimulate and maintain their curiosity, interest, and enjoyment in their education so they can reach their full potential and boost their selfesteem.
- Deliver continuous and suitable educational experiences by optimally utilising all available resources, helping individuals become acquainted with essential knowledge, skills, principles, and vocabulary. It also fosters desirable personal qualities such as safety awareness, politeness, perseverance, initiative, and independence, enabling them to lead full and productive lives wherever possible.

4.1.2. Advising on Teaching Styles

- Staff should offer a range of differentiated experiences and activities throughout a course or session, and during lessons if possible.
- There should be opportunities for individual and/or group activities during a course of study or session, and during a lesson if possible.
- Educational visits should be encouraged, and pupils should share their thoughts and ideas through drawing, displays, photographs, and video and audio recordings, etc.
- Staff should provide a glossary of words with each topic to aid correct spelling, understanding of the meanings of and the use of words.
- Staff should promote pupils to recall and utilise their knowledge and skills in both familiar and unfamiliar contexts.
- Staff should provide opportunities at different times for group discussion. During these sessions, we can listen to each other's views and, hopefully, reflect on them.
- Staff should refer to work in other subject areas, such as Humanities, Maths, Music, Languages, and so on, whenever appropriate.
- Staff should motivate pupils to follow both verbal and written instructions accurately within the limits of their special needs.
- Staff should encourage pupils to share their experiences and culture with others to improve the quality of learning.

4.1.3. **Examples of Cooperative Teaching.** The Patoss Level 2 Certificate in Dyslexia Literacy, Support and Intervention is an ongoing, rolling programme for new staff members in all departments. Case studies of individual pupils

and management in mainstream classes are regularly discussed; this has been the policy since January 2000.

- Staff in the ALN department regularly discuss the progress and issues of their charges with mainstream teachers. Support work in individual and small group support lessons is often based on suggested topics, and there is regular feedback.

4.1.4. confidentiality of Information. The documents below are in ALN Department files and accessible to all staff. However, all staff are informed of the confidential nature of this information and that it must be handled appropriately.

- ALN Register.
- Medical records.
- ALN individual files. • Review documents.
- Access Arrangements for Examinations.

4.2 Liaison and Involvement with Parents and Pupils

4.2.1. for their part in this liaison, during a typical academic year, teachers in the department communicate with parents, either directly or indirectly, through:

- A range of 'standard' letters/emails either:

- Typically addressed to parents about parent evenings, open days, prize-giving ceremonies, career forums, curricular changes, educational visits, visiting speakers, school or local exhibitions, and workshops.
- • To parents of individual pupils, regarding, for example, achievement and progress (IDP evaluation), attendance, punctuality, or some commendatory or disciplinary matter.
- 'Personal' letters or emails that address specific matters or incidents unique to the pupil involved often reflect the close relationship developed between the teacher and the parent. These may relate to issues such as an EHCP/IDP or other matters outlined in the Code of Practice.
- End of term evaluated ILPs summarise pupils' achievements and progress over a specific period.

4.2.2. In addition to these written communications, the Department's teachers provide or create opportunities to speak with parents and to display and explain to them examples of the pupils' work and activities.

- During the schools' parents' evenings and open days
- During discussions with a pupil's parents, initiated at the request of either the parents or the teacher.

4.2.3. In all their communications with parents, teachers will aim to be as sensitive as possible to the needs, concerns, and background circumstances of both the parent(s) and the pupil. This means, among other important considerations, that in their communications with parents, teachers should:

- Be mindful of the form of address to avoid excluding or embarrassing one-parent families or children being fostered or 'in care'.
- Aim to use a form and tone that are clear, straightforward, friendly enough without being patronising.
- Be aware of the known home and family circumstances of a parent and their children, and exercise caution when these are not known, such as the parent's first language and culture, which are important considerations.
- Encourage hesitant parents to visit the school and the ALN Department, and to contribute as much as possible to their child's education.

4.2.4. parents are kept sufficiently informed to fully understand the measures the school is taking, especially during assessment and review periods. This is particularly relevant when an ILP and Pupil Passport are created for each pupil and when progress is reviewed regularly. Parents' and pupils' views are sought and highly valued as part of the review process. Parents are also always asked to give their consent before consulting relevant health professionals and other agencies.

4.3 Links to External Support Services and other agencies, schools, and voluntary organisations.

4.3.1. 3.1. The Department includes teachers and therapists and promotes a multi-disciplinary approach to maximise the educational support for ALN pupils. Many agencies and support services can assist in identifying, assessing, and supporting ALN pupils. These agencies and services encompass a broad range of specialist teachers and other professionals, such as SALT, OT, and Educational Psychologists. The school has a designated medical officer and school nurses to whom referrals are made in accordance with the Staged Procedure for assessment. Additionally, we have a designated Careers Service Personal Adviser.

4.3.2. The ALN Department collaborates with the following services, which are provided by the LEA and the DHA:

4.3.3. A:

- Educational Psychology Service (e.g. Bangor Dyslexia Unit)
- Child Guidance Services (CAMHS)
- Specialist Careers Officers (Careers Wales)
- Speech Therapy (in-house, Conwy and Denbighshire NHS Trust, and private SALT).
- Occupational Therapy in-house and NHS.
- Advisers with an expertise in using ICT to enhance the ALP; now assessed in the department by a Cadogan member of staff.

4.3.3. 3.3. the School may engage the services of the above specialists at any time it considers appropriate, such as for advice on identifying, assessing, and effectively providing resources. The Careers Service offers guidance and support to many young people (aged 13–19), including those with ALN, as they transition into adult life. The Careers Personal Advisers are first made aware of all ALN pupils in Year 8. The Careers Personal Adviser will always be invited to and attend the Year 9 Annual Review meetings. Their presence is essential to the process. The Personal Adviser is also invited to all subsequent annual reviews and is expected to attend where appropriate.

4.3.4. 3.4. contact is made with the Social Services Department and Education Welfare Service as appropriate. The ALN co-ordinator and designated individuals at the respective services maintain such contact and liaise regularly. Both the education welfare service and social services departments cooperate with other agencies to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any. y problems or difficulties.

4.3.5. The ALNCo and the school with the Educational maintain regular contact Psychologist, the Careers Service, Medical Services, the Educational Welfare Officer, Social Services, and Behaviour Support operate on both a formal and informal basis. In addition:

- Formal multi-agency meetings are organised with external agencies to discuss pupils causing concern.
- The ALNCo will organise meetings and refer individual pupils as necessary.
- ALNCo collaborates with Careers Wales for the post-16 sector regarding pupils with special needs.
- All arrangements with external agencies concerning formal reviews are organised and co-ordinated by the ALNCo.
- Staff regularly attend meetings regarding individual pupils organised by external agencies, such as Social Services.

4.3.6. links with other schools. The school aims to establish partnerships and inclusive connections with other local and national schools that have specialist ALP. This will benefit both staff and pupils as we develop our own provision. The curriculum expertise of other schools can assist mainstream colleagues in ensuring access to the curriculum for pupils, facilitating parttime placements, shared resources, and more. Moving forward, we wish to consider:

- continuity and progression of curriculum provision,
- transfer arrangements and reviews,
- resources, • shared expertise, • joint Initiatives.

4.4. Transition to the next phase of life/education

4.4.1. careers Wales will prepare a transition document for pupils with an EHCP/IDP when they complete full-time education at school. They also offer

an advice document after an interview with the pupil for all students from year 9 onwards. 1:1 tutors support their pupils in preparing documents such as UCAS personal statements and IDPs.

SECTION 5: Monitoring and Evaluating the Success of ALN provision.

5.1. Monitoring Progress with and Evaluating the Success of the ALN Policy.

5.1.1. effective monitoring and evaluation of the ALN Policy are linked to the School Improvement Plan and the Cadogan Department Action Plan. Evaluation also depends on maintaining accurate and current records; these enable effective audits of needs and planning for support. (Provision Mapping – Edukey software).

5.1.2. The Governing Body will monitor the Policy through:

- Considering headteacher reports that reflect the activities of the ALNCo and any current issues.
- Considering reports from the ALNCo;
- Having regular discussions between the ALN governor (or ALN committee) and the ALNCo; and
- Invite the ALNCo to attend meetings at regular intervals to report in person.

5.1.3. Strategic assessment of the success of the ALN Policy will use the following criteria:

- 90% of children identified as needing IDPs achieve their expected targets, as assessed through objective testing and/or teachers' professional judgement.
- All IDPs include written or recorded comments from parents, carers, and children, as well as involvement from outside agencies where necessary.
- IDPs are assessed and reviewed at the conclusion of each term.
- Statutory reviews of EHCPS/ IDPs occur annually.

5.2. Evaluating the ALN Service and Provision.

5.2.1. The effectiveness of the ALN Service is evaluated using the following:

- Completing the annual actions within the ALN Action Plan
- Regular monitoring of children with learning difficulties' academic and social progress, in accordance with the revised ALN Code of Practice (2021).
- The use of Provision Mapping (assessing needs and planning support for each pupil).
- An analysis of all teachers' planning by Subject leaders, Headteacher, and ALNCo to ensure that a differentiated approach is applied and that the learning objectives in Individual Development Plans are identified and reflected in planning. (This broadens the understanding that all teachers are teachers of children with special educational

needs and should foster greater ownership of children's learning needs);

- Monitoring the development of staff members' teaching and learning styles.
- Enhanced staff awareness of all pupils with special needs, including the most able.
- The monitoring of links with external agencies.
- Involving parents/carers in setting targets and recording their views.
- Involvement of pupils in discussing, constructing, reviewing, and having their views recorded on their own Individual Development Plans.
- Monitoring Individual Development Plan targets to ensure pupil progress through specific, measurable, achievable, realistic, timebound targets (SMART) and within the learning needs of the pupils' curriculum.

5.2.2. Methods of Evaluation

The ALN policy shall be evaluated through the following methods.

- Regular review meetings.
- Questionnaires and teacher observations.
- Meetings with external agencies.
- Regular meetings with the pastoral staff and with the heads of departments.
- measuring the number of parents who attend 'Review meetings' (expressed as % attendance)
- measuring the number of parents of ALN pupils who request that their child be educated at this school.
- assessing how much pupils and parents have been consulted during annual reviews and transition plans
- obtaining pertinent feedback from pupils and parents
- considering the number of pupils funded or approved by different LEAs.
- Monitoring the number of IDPs in operation for pupils.
- monitoring pupil achievement, such as improvements in Reading and Spelling ages over time or awards/recognition for sporting accomplishments, etc.
- Monitoring the number of ALN pupils who continue education after the age of 16.
- Monitoring the involvement of all staff in INSET courses related to ALN issues; and senior management involvement in ALN matters.
- Obtaining Independent Reports
- Analysis and publication of ESTYN, CReSTeD reports.

5.3. Procedure for Concerns

5.3.1. any complaints about the ALP should initially be directed to the headteacher. However, if a parent feels that their complaint has not been satisfactorily

addressed by the headteacher, they have the right to escalate the matter to the governing body.

5.4. Continuing Professional Development (CPD)

5.4.1. through monitoring and evaluating our provision, the ALNCo, with the Headteacher, will identify any professional development needs of staff. This will, where appropriate, be closely linked to the school's improvement plan and/or performance management objectives. Staff members who attend further courses will provide feedback on the courses attended through staff meetings or department/faculty meetings.

5.4.2. the effectiveness of such professional development will be monitored and evaluated by the ALNCo, with information provided during the school's annual review of the overall ALN provision.

5.4.3. all teachers in the school will be directly involved in working with pupils with special educational needs. The ALN staff accept that this is not easy for teachers. Carefully structured and timed INSET can help to remove any anxieties that staff may have and will hopefully give them the skills and understanding that staff need and will encourage their full involvement. When designing and implementing an in-service training programme, it is important to analyse the expressed needs of all staff involved.

5.4.4. the teachers in the Special Needs Department hold an additional ALN qualification (Master's Level 7) from either Bangor or Chester University.

5.4.5. All subject teachers must complete the Level 2 Certificate in Dyslexia: Literacy, Support and Intervention as a condition of employment. This programme takes approximately a year to complete and is ongoing. Shorter day courses run by professionals brought into the school focus on the other main types of ALN that often occur alongside dyslexia, which are addressed through the school's specialism. Conditions such as dyslexia, dyspraxia, ADHD, DCD, and DLD are all covered, and the courses aim to be as practically useful as possible.

5.4.6. typically classified as 'essential' INSET provision is attendance at courses, conferences and meetings concerned with:

- The ALN Code of Practice (2021) or other initiatives

5.4.7. INSET provision typically classified as 'discretionary' includes:

- Attendance at LEA, regional, or national conferences or meetings of interest and relevance, but not so essential that they are considered 'necessary'.
- Participation in courses leading to the award of a higher degree or another relevant qualification, e.g., the post-graduate Diploma in DCD or the Advanced Diploma in Communication Impairment in Children.

5.4.8. Generally, following their attendance at any INSET activity, the Department's teachers are required to disseminate any relevant information to their colleagues at a subsequent staff meeting or by some other means.

All staff working in the school are encouraged to attend in-service training, whether full-time or part-time, and the training can be extended to other members of the school.

EQUALITY

Under the Equality Act 2010, St. David's has a duty not to discriminate against anyone with protected characteristics. Consideration of equality law has been integrated into the development and implementation of St David's policies, practices, and daily activities. St David's will continuously monitor how this policy is applied to ensure it does not unlawfully discriminate, allow harassment or victimisation, or restrict equality of opportunity. St David's is dedicated to fulfilling its obligations under the Equality Act 2010 at all times.