

The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

Telephone: 01686 411191 • Email: potteries.school@greenfields.uk.com



POLICY: Additional learning needs policy

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
06/02/2017	11/04/2018	Andy Joynson	15/10/2025

ADDITIONAL LEARNING NEEDS INCLUSION STATEMENT

SUPPORTING LEARNERS ACROSS THE CURRICULUM

Aims and provision

At the Potteries School, it is the responsibility of all educational staff to ensure the nature of the provision is appropriate for all learners irrespective of their need. The priority aim of this inclusion statement is to maximise the educational achievements and wellbeing of all learners with ALN by providing a relevant, inclusive and effective education that fully meets their needs. To achieve this aim the school will:

- **Identify** and meet learner needs as early as possible;
- **Provide** effective teaching and support for all learners in accordance with the statutory requirements of the Equality Act 2010 and the SEN Code of Practice for Wales 2020;
- **Work** in partnership with learners, parents, schools and external agencies;
- **Monitor** and **evaluate** data on outcomes for learners ALN in order to inform the development of policies and provision;
- **Maintain** an inclusive ethos for all learners with additional learning needs;
- **Develop, implement, report on and annually review** the ALN policy;
- **Ensure** that the responsibility for meeting the needs of learners with ALN is shared by all staff;
- **Ensure** that delegated resources for ALN are allocated fairly, efficiently and address identified needs;
- **Provide** an appropriately differentiated curriculum across all areas of learning in order to match learner needs.

To deliver these aims the range of provision will include:

- **Differentiated** teaching and learning by content, process, outcome and environment;
- **Assessing** attainment and progress both formatively and summatively;
- **Prioritising** identified areas of weakness for remedial learning across the curriculum;
- **Providing** activity resources that meet the needs of each learner;
- **Liaising** cooperatively with education support staff to ensure consistent practice;
- **Implementing** effective behaviour management to promote learning;
- **Imbuing** the curriculum with the culture and ethos of equality of opportunity;
- **Focusing** on learner progress... what learners can do rather than what they cannot;
- **Applying** a combined approach to meeting needs with other agencies.

THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> ○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> ○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> ○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> ○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> ○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

THE POTTERIES SCHOOL: ADDITIONAL LEARNING NEEDS POLICY

The Potteries School aims to provide every opportunity to develop the full potential of each learner. Learners with additional learning needs must be valued as individuals and should be encouraged to integrate with their peers both socially and academically. Learners with ALN should have access to an enhanced curriculum and consideration be given to improving their self-esteem.

At the Potteries School we offer accreditation and choice to all our learners independent of ability or needs. We have high expectations of all our learners. We aim to achieve this through the removal of barriers to learning and participation. Through appropriate curricular provision we acknowledge that learners with ALN:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

- require a range of different teaching approaches and experiences.

Definition of ALN

Learners have an Additional Learning Need if they:

- have a significantly greater difficulty in learning than of learners of the same age;
- have a disability that prevents them from making use of educational facilities of a kind generally provided for learners of the same age.

In addition to these the school recognises that a proportion of learners have special needs as a result of one or more of the following.

- Specific learning difficulties;
- Emotional, social and/or behavioural difficulties;
- A physical disability;
- Speech auditory and/or language difficulty;
- Medical or health problem.

Definition of Disability

Disability Discrimination Act (1995) Section 1

A person (P) has a disability if:

- (a) P has a physical or mental impairment and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Special Educational Needs Code of Practice

The Potteries School sets out to reflect the principles and outcome criteria from the Code of Practice 2001. The Code of Practice requires a whole school approach to the identification, assessment and provision for special educational needs. It builds on the principle that all teaching staff have responsibilities for learners who may be experiencing difficulties in learning.

Identification, assessment, monitoring and review procedures

The identification would be with regard to the information as outlined in the Code of Practice: "The triggers for intervention could be the teachers or others concern, underpinned by evidence, about a learner who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment;
- persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information to identify a special educational need may be through:

- liaison with teachers;

- liaison with previous schools;
- liaison with parents/carers/placing authorities;
- liaison with external agencies where a learner may have been known to their service.

Assessment of Need

- Information from prior schools initially;
- ALN screen test(s);
- Diagnostic assessment of individuals;
- Learners referred by teachers as giving cause for concern meriting assessment;
- Ongoing assessment, review and record keeping.

Process for action, record-keeping and review

- An assessment of the learner is undertaken to identify the area for development and the severity of impact upon learning;
- Appropriate information is gathered from staff;
- Discussion takes place with parents/carers/corporate parents to gather appropriate/relevant information on child;
- Provision allocation timetable amended as needed;
- Review/Evaluation of support in place;
- Continue process of evaluation and review that may lead to involvement of external agencies.

ALN Support (formally known as School action Plus)

The trigger for School Action Plus has regard to the Code of Practice: “The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of learners of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class or group, despite having an individual behaviour management programme;
- has sensory or physical needs, and required additional specialist equipment or regular advice or visits by a specialist service and external agencies;
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The process of action, record keeping and review follows the pattern previously outlined for School Action with the addition of an Individual Education Plan.

Statutory assessment/I.D.P./E.H.C.P.

As outlined in the Code of Practice, “Where a request for statutory assessment is made by a school to a Local Authority, the child will have demonstrated significant cause for concern.”

The school will provide evidence from:

- National curriculum levels;
- Attainment in literacy and numeracy;

- Educational and other assessments from an Educational Psychologist;
- Views of the parents/carer;
- Involvement of other professionals;
- Any involvement by Social Services or Education Welfare Service.

Process for action, record-keeping and review of Statement

- On receipt of a I.D.P./E.H.C.P. from the Local Authority the Headteacher will formulate an action plan of support/provision.
- The Headteacher collects information from learner's reports and requests staff comments, collates the information, discusses with the learner and parents.
- Annual Reviews:
- The Headteacher collects information from staff, parents, carers or corporate parent child and outside agencies and collates the information prior for annual review.

At the annual review, progress is discussed and either:

- Maintain the statement and there is a continuation of process
- Request an amendment to the statement
- Request ceasing the statement.

Access to the curriculum

- To accommodate learners who are designated as having a special educational need, the school provides:
- The school will provide an appropriate curriculum and clear progression route for all learners;
- Care staff when necessary provide support teachers enabling appropriate access to the curriculum via in-class, small group and individual support;
- Individual teaching programmes designed to meet the needs of each particular child. These include Lexia, My Maths and other ICT based provision;
- Individualised timetables to accommodate specific needs;
- Specialist equipment.

The school aims to include all learners with special needs in all the activities as far as it is appropriate. However, in the best interest of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents/Carers and learners will always be involved in discussion when these situations arise and the learner's welfare will be the major factor considered when decisions are taken.

Monitoring of provision

The following information is available within school in respect of the effectiveness of the support available for learners with identified special educational needs. It is gleaned from monitoring and evaluation through observations of:

- Allocation of support provision;
- Small group/individual teaching;
- In-class support;
- Use of differentiated teaching/resources/specialist equipment;
- Practical use of Individual Education Plans;
- Target setting;

- Learner progress.

Principles of practice

We are committed to providing equal access for all learners to the broad and balanced curriculum to which they are entitled. Learners must be valued as individuals and should be encouraged to integrate with their peers both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of learners with special educational needs. We recognise that we must consider the individual needs of all learners when planning our curriculum and we aim to provide a curriculum that is accessible to the individual needs of our learners. To achieve this commitment:

- a) We aim to employ the best practice when devising support for ALN.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all learners.
- c) Early intervention: We recognise the importance of early identification and assessment of learners with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to learners' current needs and future difficulties are minimised.
- d) We recognise that responsibility for ALN is a whole-school issue and lies collectively with all staff, supported by the Headteacher. We aim to equip all staff to effectively meet a wide range of learners' needs. Lessons provide differentiated activities to meet these needs.
- e) All learners have a right to a broad, balanced and relevant education. We believe that ALN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our ALN provision aims to involve learners in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their learners' education. We aim to work in close partnership with parents to support them in their child's learning and development. We will inform them about ALN provision for their child(ren), and take their views into account in respect of their learners' needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

Critical success factors

ALN provision relies on collaboration at all levels and learners will be most successful when:

- the culture, practice & deployment of resources designed to ensure that all learners' needs are met;
- the Company and service providers work together to ensure that any child's ALN are identified early;
- those responsible for ALN provision take into account the views and wishes of the child;
- professionals and parents/carers/corporate parents work in partnership;
- professionals take account of parent's/carers/corporate parents views;
- support/Care staff and classroom teachers plan collaboratively;

- provision and progress is monitored and reviewed regularly;
- there is co-operation between all agencies;
- statements are clear and detailed, specify monitoring arrangements and are reviewed annually.

Monitoring of provision

The following criteria will be used:

- the levels of progress made in English and Mathematics by each learner;
- the number of learners with special educational needs attaining specified levels in National Curriculum assessments;
- average reading improvement of each learner receiving support with reading and numeracy;
- the amount of identified teaching/support time available to support ALN learners;
- the quality and number of planned programs of intervention and support all schemes of work which show evidence of differentiation for learners with ALN;
- INSET time allocated to staff development with reference to special educational needs;
- the proportion of parents/corporate parents attending or contributing to reviews and consultations;
- staff fulfil the expectations of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEP's, Reviews, Reports, Class organization for Special Needs, differentiated work etc;
- recommendations by external agencies are acted upon and incorporated into the curriculum;
- learners are confident and well motivated and are making measurable progress

Updates to provision 2023

To: Independent Schools in response to provision for pupils with special educational needs (SEN) or additional learning needs (ALN) 2023.

The legislation providing for the new ALN system is the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and this requires that registered independent schools provide details of the ALP offered to learners and the specific needs of those learners within the categories specified in the accompanying guidance. This is required on or before 28/02/2023.

The Potteries School was registered in 2012 to assist learners (with or without identified SEN) who present with emotional, social and behavioural difficulties. The new legislation requires a more accurate definition of the difficulties presented by those learners who are enrolled at the school. With this in mind, the school will to be able to enrol learners with the following specific needs associated with ALN:

Attention deficit hyperactivity disorder

Behavioural, social and emotional difficulties

Dyslexia and dyscalculia

Speech, language and communication difficulties

Other general learning difficulties

It should also be noted that most of the learners in addition to the above also present with attachment difficulties and associated behaviours arising from adverse childhood experiences that act

as a barrier to accessing learning. The majority of academic learning at the school is delivered on a one-to-one basis and the curriculum involves a myriad of activities to promote participation, engagement and progress. The curriculum is further specialised to offer activities that go towards meeting the complex needs of all learners by encouraging the tenets of an integrated model. This emphasises the need for home and therapeutic work to be in place so that effective learning can be accomplished. Also, as the school provides an integrated model for learning, we would like to add the following additional provision:

Access to specialist therapeutic services to support particular needs

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 15/10/2026.