



**REDHILL HIGH SCHOOL**  
- CLYNDERWEN -

# **Learner Support & ALN Policy**

**Written 09/17**

**Approved 11/17**

**Alun Millington**

**Review 07/19**

## **1. Statement of Purpose**

Redhill High School believes that its learners should be given every opportunity to flourish and thrive, and that this involves all stakeholders recognising the unique abilities and strengths of each student and the particular challenges they face. The School is also aware of the statutory and legal responsibilities towards all learners.

## **2. Scope**

The policy applies to all staff, students and parents.

## **3. Key definitions and the Legal / Statutory Environment**

**Disability:** The Disability Discriminations Act subsumed into the 2010 Equality Act, states that a person is disabled if he/she has an impairment that has a substantial, long-term adverse effect on his/her ability to carry out day to day activities. Long-term in this case refers to an expectation or history of 12 months' effective disability.

**Additional Learning Need / Learning Difficulty:** A child has an Additional Learning Need or Learning Difficulty within the meaning of the Education Act 1996 (s.312 (2)) if s/he has a significantly greater difficulty in learning than the majority of children of his/her age, or a disability which prevents him/her from making use of educational facilities of a kind generally provided for children of that age. Examples include: dyslexia, dyspraxia, attention deficit disorder, ASD NVLD. Some students have issues with eyesight or hearing, or medical conditions such as epilepsy which affect their learning. ALN / Learning difficulties can affect students regardless of academic performance or potential.

**English as a Second or Additional Language:** The Special Educational Code of Practice for Wales (5:16) states 'Lack of competence in either English or Welsh must not be equated with learning difficulties as understood in this Code'; however, children who are being educated in a language other than their mother tongue may need additional support in accessing the curriculum.

## **4. Admissions, Adjustments & Withdrawal**

### **4.1 Admissions and pupils with disabilities, Additional Learning Needs and Learning Difficulties**

Redhill High School is academically selective and welcomes all students who can benefit from the opportunities it offers. The School is firmly committed to treating every student as an individual. Students with physical disabilities, Additional Learning Needs (ALN) and Learning Difficulties are welcome, provided that the School is reasonably able to provide them with the help and support that they require to access the curriculum.

As is customary in independent schools, those students wishing to access additional specialist support lessons will be subject to additional charges agreed in advance.

### **4.2 Adjustments**

Each child with a disability, ALN or learning difficulty requires special consideration and treatment. Prior to an offer of a place being made the School will confirm any adjustments it can reasonably make to enable the student to access the curriculum and co-curriculum. Where the School deems it appropriate, a meeting will be held with parents/carers to discuss thoroughly the student's needs. A similar procedure will be followed if a disability, ALN or learning difficulty is identified after a student has joined the School.

### **4.3 Withdrawal**

The School will work with parents, and with external agencies where appropriate, to determine suitable provision. If at any stage the school finds itself unable to meet the child's changing needs, recommendations will be made for alternative educational provision. The right is reserved, following consultation, to require parents to withdraw a child from the school if, in the opinion of the Headmaster, any of the following apply:

- a) The student is reported to be in need of assessment or additional or remedial teaching or medication to which the parent does not consent;
- b) The student's learning difficulties require teaching or medication which the School is unable to manage;

- c) The student has additional needs which cannot be met effectively in the context of the mainstream education and facilities provided by the School.

## **5. The Curriculum**

### **5.1 Teaching**

The School has an anticipatory duty to ensure that disabled students are not less favourably treated. The teaching methods used should be considered in the light of the needs and competencies of students in each class.

### **5.2 Marking**

The School has an anticipatory duty to ensure that disabled students are not less favourably treated. The marking systems in these guidelines should be seen not as leniency but as a method for reducing the disadvantages of students with ALN and marking in a way which does not penalise ALN attributes unnecessarily.

### **5.3 Strategies**

The following strategies can be drawn upon for teaching ALN:

- Ensure that knowledge of the weaknesses of each disabled student is current;
- Make lesson notes or outlines available in advance as targeted preparation can help the student more readily follow the content of the lesson;
- Knowledge of the content improves the student's ability to write and listen at the same time and reduces the amount of writing needed;
- Ensure that all material presented visually during a lesson is also explained orally;
- Make sure all instructions and announcements are presented both orally and visually;
- Leave any Notebook or PowerPoint slides up for long enough so that even the slowest individuals can transcribe – or print out the slides page;
- Summarise complex information as bullet points;
- Pause and sum up frequently;

- Break lessons into chunks to allow time for reflection and review: remember, for example, dyslexic students can become 'overloaded' with information if given too many instructions at the same time;
- PowerPoint presentations should use fonts in at least 24 points. Be aware that a few students may tell you they find certain colours difficult to read;
- Give a clear summary of the structure of the lesson at the beginning with headings, main points and important details. Introduce the whole picture and then the parts. Give an indication of the underlying aim of the lesson and relate it to the rest of the topic;
- Make explicit links from the particular examples to the general overall idea. Give concrete examples to build up a picture of more abstract ideas;
- New students in Years 7 and 8 can experience difficulty learning specialist subject-specific terms. Short glossaries that are handed out in advance of lessons can be helpful for all. Post large subject-specific words in classrooms. Use interactive whiteboards and visual methods for conveying information. Encourage every student to speak near the beginning of the term to break the 'maiden speech' barrier and boost confidence;
- Be sensitive to the needs of all the students. Check with each student individually if you suspect any difficulty. Always express expectations verbally and in writing. Allow for appropriate devices such as tape recorders or laptops where appropriate. Differentiate, using methods such as writing frames to support learning.

## **6. Additional considerations**

### **6.1 Social, emotional and behavioural barriers to learning**

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these, as far as is possible.

### **6.2 Physical access**

Parents/carers of disabled children may wish to obtain copies of the School's Accessibility Strategy and Plan from the Main Office. This shows the ways in which the School plans to make the buildings accessible to disabled students, disabled parents and visitors. The Policy is an actively monitored policy and the

School will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its buildings and resources.

### **6.3 Auxiliary aids and services**

The School recognises and complies with its duty under the Equality Act 2010 in respect of the provision of auxiliary aids and services.

### **6.4 Exams**

The Joint Council for Qualification outlines the procedures for Access Arrangements i.e. additional exam provision. These can include the allowance of extra time, a prompter, separate invigilation, a reader or the use of a laptop. Students with medical conditions must produce a letter from a medical practitioner to demonstrate the need for Exam Access Arrangements. Many of the Access Arrangements can be granted by the Exams Officer without the need for an application to the exam boards, subject to evidence provided by the School. For extra time, candidates are normally required to have an up-to-date assessment by an Educational Psychologist or Specialist Teacher whose report confirms the need for extra time, and subject teachers are also required to provide evidence of the provision and use of extra time in class. It does not necessarily follow that a pupil with SpLD will need EAA.

### **6.5 The Role of the ALNCO**

The School designates a member of staff as Additional Learning Needs Co-ordinator (ALNCO). Their role involves maintaining records of students with Disabilities / ALN / learning difficulties, continuously liaising with students, parents, teachers and, as appropriate, outside agencies to ensure any student plan is executed and reviewed. The ALNCO will also organise and overview additional support for students, as well as conducting relevant Quality Assurance and training for staff. The designated ALNCO is Alun Millington, Headmaster.

### **6.6 Staff training**

New staff (including teaching and support staff) receive induction training on working with ALN and disabilities, and how to access guidance on making reasonable adjustments and meeting individual needs.

## **6.7 School behaviour and discipline**

The School has high expectations for behaviour and takes pride in its well-developed system of pastoral care for social interaction amongst students. The School's rules, anti-bullying policy, and behaviour, rewards and sanctions policy make clear the seriousness of bullying, victimisation and harassment, and all students are taught that such behaviour will not be tolerated. The School's objective is to ensure that a disabled student, or a student with ALN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. The School will make reasonable adjustments for managing behaviour which is related to a student's additional learning educational needs or disabilities. Any sanction imposed on a student will take account of any disability, special educational need or specific learning difficulty, in keeping with the Equality Act (2010). This is achieved through close liaison between pastoral staff responsible for discipline and the ALNCO.

## **6.8 Partnership with parents**

The School's hope is that all parents/carers will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The ALNCO and pastoral and teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum might be in their best interests, or if there was a specific concern.

## **6.9 Complaints**

The School naturally hopes that a parent/carer will not feel that he/she has cause to complain, but its Complaints Policy is available for any parent/carer who wishes to use it, either from the Main Office or on the School website.

## **7. Reviewing the policy**

This policy will be discussed, reviewed and revised annually, in consultation with students, parents, staff and members of the school community, including the Board of Directors.