



Llandovery College

CO-EDUCATIONAL DAY AND
BOARDING SCHOOL FOR BOYS AND GIRLS AGES 3 - 18
SITUATED IN THE TOWN OF LLANDOVERY
IN RURAL CARMARTHENSHIRE

ALN and DISABILITY POLICY

Rev: 0325





Coleg Llanymddyfri
Llandovery College

ALN and Disability Policy

September 2024

Definitions

At Llandovery College, we are committed to offering all learners a broad and balanced curriculum to ensure their best possible progress. Our approach to supporting those with Additional Learning Needs is guided by the Additional Learning Needs and Education Tribunal (Wales) Act 2018, The Additional Learning Needs Code for Wales 2021 and The Equality Act 2010.

Additional Learning Needs (ALN)

At Llandovery College, we believe a learner should be considered for inclusion in ALN if they meet the following criteria, as defined in Section 2 of Additional Learning Needs and Education Tribunal (Wales) Act 2018:

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Additional Learning Provision (ALP)

If a child has ALN, Llandovery College will endeavour to implement suitable ALP as defined in Section 3 of Additional Learning Needs and Education Tribunal (Wales) Act 2018:

“Additional learning provision” for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

- (a) mainstream maintained schools in Wales,
- (b) mainstream institutions in the further education sector in Wales, or

(c) places in Wales at which nursery education is provided.

“Nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

Llandovery College is not an academically selective school. Prospective learners with ALN will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to provide ALP which caters for their needs.

Parents/carers of children with ALN applying for a place at the school are invited to discuss the child’s needs with the Warden, Deputy Warden, Academic, and the Additional Learning Needs Co-ordinator (ALNCO) at an early stage, and the school may also contact the child’s current school to gain further information. Each learner is looked at as an individual case to see whether the school can effectively meet their needs.

The school may charge for certain forms of additional provision for learners with ALN, such as one-to-one tuition for literacy or numeracy. Further and full information on charges can be obtained from the College on request or on the College website.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that learners with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents/carers.

Learners with an EHC Plan/ Individual Development Plan (IDP)

The school can be named by the Local Authority (LA) in an IDP with the school’s agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the EHC Plan/Individual Development Plans (IDP).

Aims

At Llandovery College we aim to provide an inclusive education by:

- Creating an environment that meets the needs of each learner
- Providing a whole school response to any additional learning needs within the overall ethos of the school which is compatible with the needs of the majority of learners
- Identifying any difficulty as early and as thoroughly as possible
- Assessing and providing for these needs as quickly as possible
- Encouraging parental co-operation and keeping the parents well-informed
- Ensuring the learner has a voice in this process by adopting a ‘person-centred approach’

- Setting suitable learning challenges
- Overcoming potential barriers to learning
- Providing a positive and active approach from all the staff to ensure that the learner feels valued
- Striving to give learners the maximum opportunity for enabling full access to all elements of the school curriculum at the appropriate level of learning

Objectives

The objectives of Llandovery College ALN policy are:

- To encourage differentiation by task and/or by outcome through a variety of resources and teaching strategies
- To work in partnership with learners and parents
- To make all staff aware of the need for a whole school response to any additional learning needs
- To involve outside agencies where appropriate and promote effective partnership with them

Role of the Deputy Warden, Academic

As the member of the Leadership Team with responsibility for Additional Learning Needs, the Deputy Warden, Academic, with the support of the Senior Deputy Warden, the ALNCO and specialist support staff in the Learning Support department will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of learners' needs, by monitoring the standard of learners' achievements and by setting targets for improvement.

The responsibilities of the Deputy Warden, Academic include, but not limited to:

- Overseeing the day to day running of the school's ALN policy across both preparatory (prep) and senior phases
- Along with the ALNCO, co-ordinating provision for learners with ALN
- Along with the ALNCO, liaising with ALN learners and parents to provide the most effective support
- Overseeing record keeping of all learners with ALN
- Along with the ALNCO, monitoring and evaluating the additional learning needs provision
- Managing the ALN resources

- Along with the ALNCO, liaise with the Examinations Officer to organise access arrangements for learners with ALN
- Ensuring that access arrangements are administered as per JCQ regulations as outlined in Access Arrangements and Reasonable Adjustments
- Contributing to the professional development of all staff
- Report to the Governing Board about ALN where and when necessary
- Be familiar with the learners on the ALN lists and the arrangements that have been made for them
- Monitor teaching arrangements for ALN learners with the ALNCO

Role of ALNCo

The ALN Co-ordinator will work closely with the Deputy Warden, Academic, to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of learners' needs, by monitoring the standard of learners' achievements and by setting targets for improvement.

The responsibilities of the ALNCO include, but not limited to:

- Overseeing the day to day running of the school's ALN policy across both prep and senior phases with regard to ALN
- Managing a department of specialist learning support staff
- In conjunction with the Deputy Warden, Academic, co-ordinating provision for learners with ALN
- In conjunction with the Deputy Warden, Academic, liaising with, advising, and supporting colleagues on all aspects of ALN
- In conjunction with the Deputy Warden, Academic, liaising with ALN learners and parents to provide the most effective support
- Maintaining the records of all learners with ALN
- Liaising with external agencies eg Carmarthenshire Inclusion Services
- In conjunction with the Deputy Warden, Academic, monitoring and evaluating the ALN provision
- Managing the ALN resources
- Along with the Deputy Warden, Academic, liaise with the Examinations Officer and Invigilators to organise access arrangements for learners with ALN
- Contributing to the professional development of all staff

Role of the class teacher

The class will:

- Identify learners who are experiencing difficulties and inform the ALNCO in the first instance
- Provide evidence to support any referral
- Differentiate wherever necessary and practicable within the classroom to provide appropriate opportunities and resource for the learner with ALN
- Monitor and record the progress of the learner as an ongoing process
- Use the advice and guidance of the learner profile as detailed on the internal online system as a starting point in the support of a learner

Role of Parents/ carers

The school will have regard to the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and The Additional Learning Needs Code for Wales 2021, carrying out its duties towards all learners with ALN and will ensure that parents are notified of a decision by the school that ALP is being made for their son/daughter. Partnership with parents/carers plays a key role in enabling learners with ALN to reach their full potential. The school recognises the importance of working in co-operation with parents/carers to find the best ways of supporting the learners.

Contact with parents/carers is usually through:

- Letter, telephone or e-mail in the first instance
- Reports: as with all learners, regular reports keep parents/carers informed of academic progress and are the principal means of communication between school and home. In the case of learners with ALN, the Learner Profile gives specific advice to parents/carers on how the child's learning difficulties are being addressed.
- Meetings with the Deputy Warden, Academic, the ALNCO, Heads of Year and any other relevant member of staff where appropriate
- Parents/carers' evenings

If the ALNCO makes a recommendation for assessment, this can be done either in school by our qualified specialist teacher, or if appropriate by an external specialist such as an educational psychologist or assessor. It is the responsibility of the parents to pay for any assessment and any subsequent specialist teaching that may be recommended by the educational psychologist. All discussions with parents/carers (with details of any action to be taken) are recorded by the Deputy Warden, Academic, or the ALNCO and/or relevant teacher (as appropriate).

Role of the Learner

As part of a person-centred approach, learners are encouraged to be part of the decision-making process. All plans for intervention are discussed with the learner.

Identification in the Senior School and College

Identification of ALN may occur through one or more of the following formal procedures:

- Group screening tests (For example, but not limited to, CATS) can take place in the first term of Year 12 (and for other new entrants at an appropriate stage) to identify learners who are at risk from specific learning difficulties. These tests will be used in conjunction with other prior data (GCSEs etc.) to determine whether a learner should be referred for a more detailed assessment of their learning needs. The school will keep parents informed at all stages of testing where appropriate
- Classroom observation
- Internal exams and assessments
- Transfer of information across the primary and secondary phase
- Information from parents/carers about ALN and other medical conditions which may have a material effect on a learner's education (eg at Year 12 entry)

We are constantly assessing learners' work as part of the daily purpose of education, and it is likely that on many occasions identifying ALN will arise out of a subject teacher's informal observations and discussion with learners. Subject staff may bring to the attention of the Deputy Warden, Academic and the ALNCO any learner they feel may require special help or support. The ALNCO will liaise with parents about methods of assessment.

Assessment

After initial identification takes place, a formal assessment may occur. This happens in the following ways depending on which is appropriate for the individual learner.

In the Senior School:

- Educational psychologist/ other assessor report to identify learners with a potential ALN and assess their needs (independently funded by parents/carers)
- Assessment of a learner's learning profile by a qualified member of the school's Learning Support staff. (chargeable as listed on the College website)
- Discussion with class teachers
- Discussion with school counsellor, appropriate members of SLT, and with GP/consultant

Responses to assessment

- The ALNCO will liaise with parents, educational psychologists and other external professionals/bodies to decide on the best course of support
- Support may take the form of some small group or individual help
- Following the formal assessment, a Learner Profile may be drawn up where appropriate by the ALNCO, to facilitate sharing of information with the learner's teachers
- In the Senior School individual departments respond to learners with ALN through specific strategies outlined on the Learner Profile
- The ALNCO maintains a register of all learners with ALN who receive additional support beyond the normal curriculum (the Learning Support Register), together with advice on how best to support them in the classroom. All departmental staff are required to acquaint themselves with the information contained on Brom Com or the College internal online system. It is essential that all new information about ALN which is issued via email by the Deputy Warden, Academic and/or ALNCO, is discussed at departmental meetings.

The ALNCO can make a referral to Neuro Developmental NHS local university health board (depending on the area where the learner has their registered home address). This process needs consent from parents/carers and is chargeable extra as listed on the College website.

- The Joint Council for Qualifications' deadline for processing Exam Access Arrangements is usually in February or March, although does alter each year; only in exceptional circumstances can EAA be processed after this date as this would not be the learner's "normal way of working"

Provision for learners with EHC Plans/Individual Development Plans

Provision for learners with EHC Plans/ Individual Development Plans will be made with due regard to the ALN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/Statement/ Individual Development Plans, and to review the plan as required. Where provision outlined in the EHCP or IDP is considered not able to be delivered by the College consultation with the issuing local authority and/or an early person-centred review may be necessary with the issuing local authority and parents.

Record keeping in the Senior School

- The Deputy Warden, Academic and/or ALNCO keep records of regular meetings with learners and parents

- The Deputy Warden, Academic and/or ALNCo in conjunction Heads of departments, track the academic progress of ALN learners and addresses any concerns

Training

Training in Additional Learning Needs may take several forms for staff:

- In departmental meetings where a member of a body such as the Dyslexia Action or Deputy Warden, Academic and ALNCO advise staff on procedures such as the marking of a dyslexic learner's work and use of assistive technology
- In Head of Departments' meetings where the Deputy Warden, Academic, the ALNCO or ALN teacher reports to staff on developments in ALN teaching
- In staff meetings/staff briefings/via e-mail where information concerning individual learners requires quick and effective communication with subject teachers
- The Deputy Warden, Academic or ALNCO are available to attend core subject departmental meetings to advise staff on such provision
- INSET days: on these occasions part or all of a day may be devoted to examining one of the key issues of ALN, or on giving practical advice to the whole staff from specialists in the field

Specific provision is made for the following ALN:

1. Learning Support

Improved literacy and numeracy skills have been identified as the most significant and common factor in raising GCSE grades in all subjects. The aims of Learning Support lessons are to improve and strengthen study skills in those learners for whom such skills are underdeveloped. Learners are generally offered learning support classes if it is felt that they would benefit from extra tuition in reading, comprehension and general literacy or numeracy. Learning Support learners sometimes follow a modified timetable (eg with a reduced number of languages), and attend one or more Learning Support lessons in private study periods (charged as per the College website).

In the Prep School early intervention with regard to literacy support for those learners who are encountering some difficulty is considered of crucial importance. Problems where help is given include those where the learners have a poor reading or spelling age, poor comprehension skills or underdeveloped writing skills. The majority of these lessons take place in individual or small groups of learners who are withdrawn during the English curriculum lessons. This support is given principally by one of the specialist Learning Support teachers or support staff.

While we are keen to cater for all learners, as an independent school we cannot promise to offer specialist provision for more complex conditions, such as complex ASD, ADHD, or

sensory disabilities; however, current information and guidance for teaching staff on such conditions is available via Learner Profiles. As we are outside local authority control, we do not have access to the full range of services on offer to the maintained sector. Where possible we will, however, endeavour to seek advice from external agencies.

2. Medical conditions

Parents are expected to inform the school of any physical or mental impairment that is known and that is likely to have a noticeable effect upon a learner's daily work and progress. A register is maintained on the College system which is continually updated and published as the medical list when required.

Training is provided if needed for all staff (eg on the use of the 'Epipen', medical condition awareness etc) and all staff are asked to make themselves aware of learners on the medical list. Staff are updated of any additions or deletions to this list either by email, at the weekly briefing meeting or at a staff meeting. Where appropriate, a learner's timetable may be modified to accommodate individual needs.

3. Those whose difficulties arise from an emotional, behavioural, or familial problem

In the Senior School members of staff who teach these learners and others who support them are kept informed via email or meetings of the way the problem is to be tackled, monitored and what progress has been made, overseen by Deputy Warden, Pastoral. This is to ensure we have a consistent approach. The ALNCO liaises with outside agencies or may delegate this task if appropriate. The ALNCO will also liaise with the examinations office at regular points in the year and before school and public examinations to pass on information about learners who may qualify for special consideration.

Familial, behavioural or psychological issues affecting learners, where and when appropriate, are conveyed to subject staff and the Examinations Officer by the Deputy Warden, Academic or Pastoral.

The Equality Act 2010, ALN and access arrangements

All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. Additionally, this policy complies fully with the requirements of the Equality Act 2010. A candidate's ALN requirements are determined by the ALNCO with reference to any relevant documents, such as reports by an educational psychologist or specialist teacher. Making special arrangements for candidates to take exams and submitting completed access arrangement applications to the awarding bodies is the responsibility of the ALNCO and the Examinations Officer. Rooming, invigilation and support for access arrangement candidates will be arranged by the Examinations Officer and Lead Invigilator with support from the ALNCO and Deputy Warden, Academic. The Deputy Warden, Academic also has responsibility for annually checking the qualifications of the centre's assessor (the ALNCO) are up-to-date, with a copy of the assessor's Assessment Practising Certificate being kept with all access arrangement files.

ALN Procedures in the Prep School

Role of the Class Teacher

The class teacher will:

- liaise with the previous teacher prior to the new academic year
- use appropriate strategies and monitor and record the progress of the learner
- identify additional learners who are experiencing any difficulties
- class teacher in Prep to monitor progress. If still concerned after half a term, Head of Prep to contact Deputy Warden, Academic/ ALNCO for advice which may lead to the next stage. This may involve observations by ALNCO, informal observations and/or assessments. Parents are involved at each stage as appropriate
- follow and monitor any Learner Profile a particular learner may have
- inform other teachers who may teach the learner
- differentiate within the classroom and provide appropriate opportunities and resources
- keep evidence of strategies used for learners experiencing emotional difficulties and will involve parents in a supportive role.

Role of the Learner

As part of a person-centred approach, learners are encouraged to be part of the decision-making process. All plans for intervention are discussed with the learner who will discuss their Learner Profile with either the class/support teacher.

Identification, Assessment and Recording in the Prep School

- All our learners are assessed (both formally and informally) when they join the school so that we can build upon their prior learning
- We use this information to provide starting points for the development of an appropriate curriculum for them
- If our assessments show that a learner may have a learning difficulty we use a range of strategies that make full use of all available resources. In Llandoverly College Prep School we have regular assessment and review so that we can identify any learners who are not making the expected progress and intervene and monitor as necessary, at any stage during their time in school
- The learner's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices

- After discussion the ALNCo and the class teacher will inform the parents and draw upon them for additional information

Support for the learner may be in the form of:

- different learning materials or special equipment
- some group or individual support
- different strategies to those usually used
- We will record the strategies used to support the learner within a Learner Profile. The Learner Profile will show the teaching strategies to be used.

Appendix

LLANDOVERY COLLEGE: EXAMINATION ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATIONS POLICY

Access Arrangements

For all public examinations, the school follow JCQ's Access Arrangement and Reasonable Adjustments regulations. These are accessible via the following link:

https://www.jcq.org.uk/wp-content/uploads/2023/08/AA_regs_23-24_FINAL-2.pdf Access Arrangements are for learners with special educational needs, disabilities or temporary injuries. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are in place to ensure compliance with the Equality Act 2010 in relation to Llandoverly College ensuring reasonable adjustments are made for exam purposes.

The Equality Act 2010 requires us to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. Llandoverly College is required to take reasonable steps to overcome that disadvantage. An example might be an enlarged paper for a visually impaired person. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the individual needs of the learner
- the effectiveness of the adjustment
- the cost of the adjustment and
- the likely impact of the adjustment upon the candidate and other candidates

An adjustment will not be approved if it:

- involves unreasonable costs
- involves unreasonable time frames or
- affects the security and integrity of the assessment

This is because the adjustment is not "reasonable".

For public examinations, decisions to apply for access arrangements will always be made by the school acting for and on behalf of the GCSE and GCE awarding bodies. They will be guided by a thorough understanding of the candidate's learning needs over time and in a range of circumstances, assessments by the ALNCO, recommendations from external reports (where the private provider has consulted with the school prior to the assessment taking place), the school teachers' own knowledge of the candidate's needs and their normal way of working both in school and at home. A portfolio of 'evidence of need' will be put together by the ALNCO to support any access arrangements that will include teacher feedback and evidence of a learner's work.

A number of access arrangements are available. Their use depends upon the learner's needs, their normal way of working, the type of exam and the current JCQ regulations. This means that different arrangements might be allowed in different examinations.

The access arrangements currently used at Llandovery College include:

- The use of a word processor (with spelling and grammar check disabled)
- rest breaks
- separate invigilation
- extra time
- reader
- scribe

Supervised Rest Breaks

Supervised rest breaks (SRB) will always be considered before making an application for extra time. The

ALNCO is allowed to provide a supervised rest break if it is the candidate's normal way of working. The ALNCO must be satisfied there is a genuine need for the arrangement due to a candidate's disability (within the meaning of the Equality Act). Supervised rest breaks are given to candidates to take account of:

- cognition and learning needs
- communication and interaction needs
- a medical condition
- sensory and physical needs
- social, mental and emotional needs

At the start of the SRB, the timing of the examination will be paused and restarted when the candidate is ready to continue. The candidate will not have access to the examination for the duration of the SRB.

Use of a Word Processor

In some instances, a learner may be advised to consider the use of a word processor for their examinations. A word processor cannot simply be granted to a learner because they now want to type rather than write in examinations or can work faster on a keyboard, or because the candidate uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and Llandovery College must hold evidence demonstrating the reasons why a word processor has been awarded. Although not an exhaustive list, the reasons may include:

- a learning difficulty which has a substantial and long term adverse effect on a learner's ability to write legibly

- a physical disability
- a sensory impairment
- illegible handwriting
- planning and organisational problems when writing by hand
- slow handwriting speed but no other below average scores
- the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand
- a medical condition with evidence supplied by a medical professional (consultant for example)
- traits of ASD or ADHD where the learners is able to concentrate much better with the use of a screen
- slow handwriting speed alongside slow processing and reading speeds would require use of a word processor in addition to extra time

If a learner uses a word processor, they must do so with the spelling and grammar check facility/predictive text disabled (switched off) and this must be the learner's normal way of working within school.

It is permissible for a learner using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations that have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where learners will frequently need to type. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet. The learner avoids the difficulty of visually tracking between the question paper and screen.

SLT owner	PB
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