

ALN and Disability Equality Policy

Additional Learning Needs



St John's College

ALN (ADDITIONAL LEARNING NEEDS) AND DISABILITY AWARENESS POLICY

This policy applies to all three sections of the School: the Senior School, Junior School and EYFS (Infants).

Updated: **January 2018**

Next Review: **June 2018**

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Mission Statement

At St John's College, we encourage the entire School community, as children of God, to realise their spiritual, intellectual, emotional and physical potential, to be the best they can be. We aim to inspire and advance independent, critical thinking; creating a curiosity and wonder for learning in its broadest sense.

Using our Christian values that draw upon the teachings of the Catholic Church, we love and cherish each other, celebrating our similarities and respecting our differences. We enrich the experiences of pupils, teachers and parents by providing equal opportunities which promote a deep respect for everyone, regardless of race, creed, ability, gender or orientation.

We strive for happiness in all that we do; the family values of respect, compassion and security are at the heart of who we are. We rejoice in preparing our children for life beyond St John's, nurturing the desire and ability to have a positive impact as global citizens.

Thus we aim to create a family atmosphere in which all of our pupils are able to develop a positive self-image and fulfil their academic potential. This Christian ethos forms an essential part of the School's approach to pupils with special needs.

For pupils with additional learning needs, the aims of St John's College are to:

- provide a caring and supportive environment based upon mutual respect, with clearly defined standards of acceptable behaviour;
- foster pupil interest and increase pupil motivation to produce work of the highest possible standard;
- replace feelings of failure with experiences of success and appropriate rewards;
- improve basic literacy and numeracy skills in conjunction with preparation for life in the wider community;
- maintain dialogue and partnerships with parents and professional organisations;
- involve pupils in the decision making process where appropriate;
- provide access for pupils with special needs to a broad and balanced curriculum.

What is a disability?

A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect upon his or her ability to carry out normal day-to-day activities.

(DDA, Part 1, section 1)

This definition includes people with sight, hearing, mobility, manual dexterity or speech impairments. It also includes those with a specific learning difficulty such as dyslexia, a

mental health difficulty, or a disabling medical condition. Schools are expected to take reasonable steps to find out if a person is disabled.

Where a condition is relieved by medication, this does not mean that the person is no longer classed as disabled. In principle, the disability should be considered as if there were no medication.

People with variable conditions, such as multiple sclerosis or sickle cell anaemia, are included under the definition of disability in the DDA. Their needs may change over time. A pupil only has to declare a disability; there is no legal requirement for them to prove it. Mental health difficulties do not need to be 'clinically well recognised'. A student may also qualify for Disabled Students' Allowance, DSA.

What is disability discrimination?

Discrimination against a disabled person results when:
a person is treated less favourably for a reason relating to their disability than a person without a disability.

This applies to both current and prospective pupils and employees of the School. Discrimination also occurs if the School or an individual employed by the School fails to make reasonable adjustments, to prevent a pupil with a disability being placed at a substantial disadvantage in comparison with a pupil who has no disabilities. Discrimination can be direct or indirect.

A guide to Legislation

The Equality Act 2010.

This Act builds upon previous legislation and identifies nine protected groups. It is unlawful to discriminate directly or indirectly owing to a person's:

- Race;
- Disability;
- Gender;
- Sexual orientation;
- Religion or belief;
- Age;
- Gender reassignment;
- Civil partnership or marriage;
- Pregnancy and maternity.

The emphasis of the act is on actively promoting equality and this applies to everyone on site: all employees including contractors, pupils, parents and visitors. Everyone has a duty to eliminate discrimination, harassment and victimisation. The College has an obligation to promote good relations and advance the equality of opportunity between persons who share a protected characteristic and other people.

There are specific duties pertaining to engagement, accessibility of information, equality schemes, impact assessment, monitoring and procurement. Although a Catholic school, the College is required to be sympathetic to those who have differing beliefs.

The Equality Act introduces positive action in recruitment and states that reasonable adjustments must preserve a person's dignity. It recognises that a person may claim direct discrimination: are you being treated differently because you are a woman, black or a lesbian? Discrimination can occur by association such as treating a pupil differently because he or she has a parent undergoing gender reassignment. Repeated harassment by a third party is also recognised. All employees of the College are required to take positive action if a pupil is harassing another pupil. If an employee feels unable to directly intervene for example, a member of the cleaning team hears a pupil using racially offensive names he or she should report the incident to a member of the Office Staff or a teacher who can ensure that the issue is addressed.

Schools must promote equality and provide evidence of this by collecting data on pupils and analysing results. All departments are required to audit their resources and teachers should consider equality when making classroom observations. The Trustees as governors of the School are aware of equality legislation and policy. The College sets out its commitment to equality of opportunity and treatment. Through the ALN and Disability Access Development provision is reviewed and plans for improvement are on-going. The Headmaster and the Safeguarding Officer monitor the well-being of pupils and staff, taking action with parents, pupils and relevant Year heads to actively address equality and prevent further discrimination. Training sessions and updates ensure that the teaching staff understands issues and trends within the College and within Wales which relate to Equality and Discrimination.

A brief history of the legislation

The Disability Discrimination Act 1995 banned most providers of goods, services and facilities from treating disabled people less favourably because of their disability.

The Special Educational Needs and Disability Act 2001 (SENDA) extended this provision to include: local education authorities, schools, colleges, universities and adult education. This act made unjustified discrimination by education providers against disabled pupils, students and adult learners **unlawful**.

SENDA also means that educational providers must make reasonable adjustments, to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to people who are not disabled.

Reasonable adjustments may include making changes to practices and procedures, providing extra support such as specialist teachers and changes to physical features. However, individual schools are relieved of some elements of this duty as extra support is already available for those pupils with statements of Special Educational Need (SEN), and as schools are already expected to make longer term plans for improving access to their buildings.

Under this legislation disabled people have equal opportunities and protection on all types of course which includes a broad range of activities. Schools are required to **anticipate changes and be proactive** in this duty.

A pupil is not obliged to disclose a disability. However, an institution is expected to take reasonable steps to find out if a pupil is disabled and once a pupil has disclosed their disability, there is a responsibility on the School not to discriminate.

Under the Data Protection Act, a parent or pupil can view and amend their records.

The Disability Discrimination Act 2005 further enhanced the rights of disabled people by, giving most public authorities a positive duty to promote disability equality. At St John's College, all members of staff are expected to consider the everyday needs of pupils with a disability and are encouraged to promote equality and make recommendations which inform future planning.

It has always been the aim of the School to promote positive attitudes towards disabled people. Staff must actively address discrimination and eliminate any harassment towards people with a disability.

The **Disability Equality Duty** (Part 5A of the Disability Discrimination Act 1995, inserted by the Disability Discrimination Act 2005) represents a new approach. Schools are required to focus on **institutional change** in addition to making changes to meet the needs of individuals. The College has an accessibility plan to increase access for pupils with mobility issues and the curriculum is constantly under review to anticipate the needs of all pupils. This Additional Learning Needs and Disability Equality Policy forms part of our school plan to raise awareness of disability equality.

At St John's College, we encourage full participation by disabled pupils, even if this requires what could be perceived as **more favourable treatment**. The College welcomes all pupils and parents regardless of their age, faith, race, gender or sexual orientation. The college has employees, parents and pupils who are Hindu, Sheik, Jewish, Muslim or have no religious beliefs. The college ask that everyone respects and maintains the Catholic ethos and philosophy of the school. It is the view of the college that by accepting children from other faiths, the lives of all members of our community are enriched in an atmosphere of co-operation and understanding which will help prevent isolation and radicalisation of vulnerable individuals.

Regulations made under the Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools. In effect the general duty sets out what schools have to do; the specific duty sets out how schools have to do it and what they need to record as evidence of what they have done. The school is not required to do anything under its scheme that is unreasonable or impracticable.

The main requirements of the specific duty as seen by St John's College:

- Involve disabled people in the planning and preparation of a **Disability Equality Scheme**;
- To implement and review the Disability Equality Scheme and ALN annually as per departmental policy rules via the process of self-evaluation;
- To recognise the achievements of our pupils with disabilities and to highlight disabled people as positive role models to all students;
- To make pupils, parents and staff aware of opportunities and support;
- To continue to recruit and retain staff with disabilities.

The School is not required, under normal circumstances, to do anything under its scheme that is unreasonable or impracticable.

Who has a responsibility under the DDA Part 4?

The Trustees of St John's College are the 'responsible body' and legally liable for the actions of the institution as a whole, and also for the actions of individual employees and agents – this includes visiting teaching staff. **Individual members of staff may also be held responsible** for aiding an unlawful act if they knowingly discriminate against a disabled student or applicant.

Part 4 applies to all the activities and facilities provide for pupils including:

- Examinations and assessments;
- Teaching and learning situations both on and offsite including residential trips;
- Work experience placements;
- Pastoral care;
- Canteen facilities;
- Library and ICT suites, laboratories and art/DT rooms.

Where a child has additional educational needs, a school has statutory duties under the Education Act 1996.

This is a summary of the main points in relation to our School.

- We shall ensure that the best and most appropriate provision that the School can provide is made for pupils with special educational needs;
- The ALNCo ensures that teaching and support staff are aware of any ALN and that they understand the importance of providing for those needs;
- All staff are asked to identify pupils with ALN and report their concerns to the ALNCo;
- We aim to deliver a broad, balanced and integrated curriculum whenever possible;
- All staff must have regard for the ALN Code of Practice and the school's ALN policy;
- We try to involve parents at all stages and notify them of any amendments to ALN provision for their child;
- Mrs J Smerald is Chair of the Board of Trustees and acts as our nominated governor.

The **Special Educational Needs and Disability Act 2001 (SENDA)** extended this provision to: local education authorities (LEAs), schools, colleges and universities. SENDA requires schools to make reasonable adjustments, to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to people who are not disabled. This can include:

- changes to practices or procedures;
- changes to physical features;
- providing extra support (such as specialist teachers or equipment).

However, for schools, the duty under SENDA to make 'reasonable adjustments' does not extend to providing extra support or changing physical features as extra support is already available for pupils with statements of Special Educational Need (SEN), and schools are expected to make longer term plans for improving access to their buildings.

The SEN Code of Practice for Wales 2004 explained that there is a continuum of special educational needs and as such increasing specialist expertise may be necessary. When a pupil's needs, could no longer be addressed through the usual curriculum differentiation and classroom support, intervention was required and a pupil was placed on *School Action*. Should a pupil continue to make little or no progress then external support services were contacted. This phase was called *School Action Plus*. When a pupil had more severe difficulties, parents could also request the LEA to make a statutory assessment which possibly resulted in a Statement of SEN which allocated funding to that particular child.

However, St John's College is happy to contact specialist support at an earlier stage if it helps to alleviate a pupil's disadvantages and promotes the pupil's well-being and all-round development. Parents have to fund assessments by specialists such as an educational psychologist or may have to contact their GP for access to services.

The Additional Learning Needs Code September 2015 refers to the Additional Learning Needs and Educational Tribunal (Wales) Bill as the Act. It takes account of the Rights of Children and Young Persons (Wales) Measures 2011. Under Section 68 of the Act, a child is defined as an individual of compulsory School age. The Act extends provision to young people under the age of twenty-five.

The Code sets out the following principles:

- Identification and intervention of ALN should occur at the earliest opportunity;
- Providers of support (education and health services) should work together in the interest of the child;
- Transitions between stages and into adulthood should be planned in advance;
- The views, wishes and feelings of the child and the child's parents should be central to the decision making process and they should be enabled to participate in the process;
- Meeting the needs of learners with ALN should form part of a **whole school approach**;
- Learners should participate in mainstream education and the National Curriculum as fully as possible;
- Compliance with the Welsh language Standards.

The child's ALN provision should be continually reviewed to guarantee that interventions remain appropriate, including to personalise learning through the identification of targets that build on their strengths

The Act introduces two statutory roles:

- A Designated Medical Officer DMO or Designated Clinical Officer DCO (e.g. nurse practitioner);
- An Additional Learning Needs Co-ordinator ALNCo.

The Role of the ALNCo

The ALNCo has a strategic role in co-ordinating provision for learners with ALN and should work closely with the SLT. The ALNCo should be involved in the co-ordination and deployment of Learning support staff (section 46). The ALNCo should be an experienced teacher with expertise in ALN.

The ALNCo's responsibilities include:

- Promoting inclusion and being aware of current guidelines and support;
- Providing professional support to staff, expertise and specialist skills in line with a Person Centred Practice ethos;
- Overseeing the day-to-day operation of policy and co-ordinating provision for learners with ALN, managing support staff;
- Liaising with the child and the child's parents;
- Acting as the key point of contact between other service providers;
- Liaising with other providers and services to ensure a smooth transition;
- CPD of staff to better meet the needs of learners with ALN;
- Working with the SLT and Board of Trustees to ensure that the School meets its responsibilities under the Act and the Equality Act 2010;
- Networking with other ALNCo's.

Involving and Supporting the Child and the Child's Parents

St John's College is committed to working with parents and the child or young person. The College seeks the views of both the child and the child's parents. The College will consider the child's and the parent's wishes and feelings when arranging provision for ALN. The College will endeavour to keep both parties informed (at an age appropriate level for the child). The College understands that the child should feel empowered by the process and encouraged to make choices; the ALNCo or a designated teacher who is familiar with the child may assist the child in communicating his or her views, wishes and feelings. Parents will be told with whom they can discuss any difficulties or concerns (learning support teachers, ALNCo, SLT, HoD, HoY). Notes should be kept of any meetings and a copy passed to the ALNCo and if appropriate the Safeguarding Officer.

The College gives guidance to parents as to how they may best support their child in order for the child to achieve his or her potential. This may be in the form of how to contact services providers, information on specific learning difficulties and syndromes or general conditions, teachers may also suggest activities or provide additional work to be completed at home to aid the child's progress. Examples of extra work could include worksheets for the development of handwriting, reading and comprehension material or maths games.

Parents who are not fluent in English or Welsh may bring an interpreter to any meetings. The College recognises that parents may need to use a suitably qualified advocate who is experienced in ALN to help them understand their child's ALN and ALP. The College requires prior notice of the names and roles of anyone attending meetings on School premises. All visitors must sign in at Reception.

Identification of Additional Learning Needs

Section 2 of the Act confirms that a child or young person has ALN if he or she requires Additional Learning Provision ALP:

- The child has significantly greater difficulty in learning than the majority of others the same age; or,
- The child has a disability which prevents or hinders him or her from making use of educational and training facilities provided for others of the same age in mainstream schools or nursery provision.

The Code states:

“Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education...Such differentiated teaching will not, in and of itself constitute ALP.”

Many pupils will require extra support during their education; some pupils will progress more slowly or have lower attainment, without having an ALN. Pupils with EAL may require extra support but do not necessarily have an ALN, performance across all subjects needs to be considered. There may be other causal factors effecting attainment such as bullying, bereavement or family and domestic services when a multi-agency approach is required. Although not all disabled children will have ALN, an ALP may be required to allow access to facilities. Pupils may also be achieving in line with their chronological age but have an ALN, failure to address the ALN of pupils with higher cognitive abilities can lead to EBD manifestations. Pupils may be MAT and have an ALN. Pupils with medical conditions may have ALN due to direct or indirect cause such as the disruption of learning and the emotional impact. Guidance is provided in *Access to Education and Support for Children and Young People with Medical Needs*.

The identification of ALN can come from a range of agencies, and service providers. The Welsh Government is developing an Early Years Development and Assessment Framework EYDAF intended for use by education and health care settings. Parents of all nursery pupils may contact the local authority to determine whether their child has ALN.

Parents or Young people attending an **independent school** may also contact the local authority in which the child is resident for a determination of whether an ALN exists. Parents may use advocacy services to appeal the decision. Where a child has an ALN the local authority has a duty to create and maintain an IDP in pursuant to section 12. The local authority has a right of reasonable access to school premises, for the purpose of exercising its responsibilities in maintaining a child’s IDP, section 50.

Pupils may arrive at the school with a portfolio of information that states particular strengths and weaknesses. Some pupils will be identified during the first term at the college through general assessments of progress and attainment. The ALNCo also has access to CAT scores which are used as a baseline on entry into the senior school. A useful checklist for analysing reading, writing and mathematics is contained in ‘How to identify and support children with Dyslexia’. A formal assessment by external agencies may be suggested after differing rates of development and maturity have been taken into consideration. However, we recognise that in a few cases, the full extent of a pupil’s needs may not be apparent until

Key Stage 3 or 4, or Sixth Form as the work becomes more demanding and timed conditions apply. With very young children, progress will be closely monitored as we recognise that pupils mature at different rates and that not all children have attended nurseries or playgroups; it may, in fact, not be appropriate to seek a formal assessment.

At St John's College baseline assessments, CATs, NFER tests and standardised reading and spelling scores are used to track and monitor progress. A pupil who is failing to make the expected level of progress towards meeting his or her potential is initially supported by the class or subject teacher using differentiated materials, activities and teaching strategies. If the child's progress continues to be below the expected level or the child continues working at levels significantly below those expected for his or her age despite the steps taken by teachers an ALN is considered. Concerns may also be expressed by pupils and parents. A pupil may also be considered to have ALN owing to communication and interaction difficulties, physical or sensory impairment or persistent EBD which are not alleviated by behaviour management strategies.

In summary at St John's College, pupils are identified as having possible additional learning needs following:

- direct referral from the form or subject teacher;
- an expression of concern from a parent or the pupil;
- observations by the Learning Support team;
- test results significantly below peer group or age norms;
- records from previous school, LEA or health professionals;
- low attainment as judged against National Curriculum levels;
- a mismatch between verbal and written performance;
- a change in behaviour which is of concern;
- the bereavement of a parent or sibling.

The ALNCo should be informed of these concerns in writing. The matter can then be discussed with the pupil's parents and if appropriate the pupil. The teacher may make initial contact if a working relationship already exists. The ALNCo must be informed so that appropriate strategies can be implemented and resources allocated. It may also be necessary to include the pupil on the ALN register.

The Cognitive Ability Tests can also aid with the identification of underachievement, or indicate where verbal performance is of a higher standard suggesting a specific learning difficulty. Parents may wish to determine the nature of ALN via an assessment with an educational psychologist, which the school is happy to arrange.

Individual Development Plan

The purpose of an IDP is to record the child's ALN which acts as a barrier to their educational potential and the ALP to alleviate or mitigate that barrier. The IDP also notes what was discussed and agreed throughout the process. It acts as a record against which progress can be monitored and reviewed. It can include details of relevant past events. Chapter 10 of the Code sets out the mandatory information to include in the IDP. The local authority or school must sign and date the IDP. The IDP is subject to an annual review however, for very young children it may be necessary to review at 3 or 6 monthly intervals.

The differing views of all parties should be recorded. The authority must not ask a child or parent to pay for any provision that they are required to secure under the Act; provision should only be included with the agreement of the service provider.

The views, wishes and feelings of the child may be considered through a one-page profile which describes the child's gifts and talents, what is important to them and how to support them. Documentation should be positive, clear, accurate and easy to read.

IDPs can include outcomes with a wider focus such as positive social relationships and emotional resilience. All intended outcomes must be Specific, Measurable, Achievable, Realistic and Time-bound.

A person-centred approach is fundamental and the child or young person and the child's parents must be invited to participate in the process and any meetings where the ALN or IDP is discussed. Learning Wales provides guidance on *Developing as a person-centred practice organisation September 2015*.

If a request is made to a local authority by a non-maintained setting for a child with ALN; the request must be acknowledged within one week and the authority has ten weeks to make a determination and put an IDP in place. All contributing parties to the IDP meeting must be sent a copy of the IDP.

The College will always endeavour to send the same member/s of staff to any meetings regarding a child's IDP. The member/s of staff will have a comprehensive knowledge of the child and his or her ALN.

Section 29 does not prevent a child being educated in an independent school where the cost is met by others. The college cannot continue to educate the child or young person when his or her behaviour significantly or persistently threatens the safety or impedes the learning of others.

Hidden Disabilities

Students whose impairment is immediately apparent are in the minority. The majority of disabled students have what are sometimes known as hidden disabilities, the person's condition or impairment is not visible.

Parents and pupils may only reveal a disability once they have developed confidence and trust in the teaching staff and are familiar with the school surroundings. Some pupils may not regard a condition as a disability, for example, pupils with dyslexia or diabetes. Hidden disabilities can include: some people with visual impairments, dexterity difficulties such as repetitive strain injury, Ehlers-Danlos syndrome, hearing impairments, mental health difficulties and medical conditions. It can include people with epilepsy, diabetes, sickle cell condition, chronic fatigue syndrome or ME, cystic fibrosis, cancer, HIV and AIDS, and heart, liver or kidney problems.

Conditions may be: short term or long term, stable or progressive, constant or unpredictable and fluctuating, controlled by medication or another treatment, or

untreatable. This can impact upon a pupil's education as pupils may miss lessons or assignment deadlines; have problems with fatigue and pain management.

Some pupils may be willing to discuss their medical condition and in such instances other pupils can act as a 'learning buddy' or 'medical buddy' knowing what to do in an emergency. At St John's, we shall act with discretion to maintain confidentiality and privacy, as far as possible, as and when requested.

Pastoral Care

At St John's College the Form Tutors provide pastoral care to a designated Year group. However, we recognise that pupils with disabilities and their parents may require more continuity and as such wish to discuss issues with the same person. This can be agreed on an individual basis, with information and records being passed on to the ALNCO or Safe Guarding Officer.

Boundaries are a critical element in social engagement, but can be subtle and hard to distinguish, especially for students with social communication or mental health difficulties, those with Asperger's syndrome or autism.

Teaching staff need to seek advice from pastoral care or the ALNCO to avoid pupils becoming overly dependent and remember that they are not expected or able to 'fix' every problem.

Mrs E Jones and Mrs N McCaffrey are available to advice and support both staff and pupils. Although confidentiality is always considered, **if a pupil is at risk**, the parents or relevant social services will be informed as deemed necessary.

Making learning Inclusive

There are a number of points which teachers can consider in their planning that will make teaching more inclusive and benefit pupils. The Open University web site is particularly informative: www.open.ac.uk/inclusive-teaching.

Firstly, consider **the learning environment**:

- Is the accommodation easily accessible for all your pupils?
- Do you have adjacent seating for support staff?
- Are there enough power points for pupil laptops?
- Is additional equipment in place for the start of each lesson?
- Are pupils close to bathroom facilities?

If not, arrange a room swap or someone to accompany the pupil, perhaps assisting with carrying equipment or bags. Teachers must consider the effect of fatigue on pupils with a disability. Pupils with mobility difficulties should be permitted to use the lifts to access the upper floors of both buildings.

It may not be possible to make the physical teaching environment suitable for all students with disabilities. If the environment cannot be made safe, provide an alternative educational experience, or make special assessment arrangements. Particular care must be taken with educational visits: teachers have a duty to find alternative venues or providers, consider an alternative or ask for help from teaching assistants, parents or carers.

Promoting Disability Equality in Schools 2011 sites a report by Mencap which found that 90% of people with a learning disability had experienced bullying. Within Saint John's College all reported incidents of bullying are investigated according to the school policy. Teachers take immediate positive action to prevent bullying and comments which refer to people with disabilities in a negative or derogatory manner.

Staff are required to familiarise themselves with evacuation procedures for the rooms in which they teach and have received training from specialist fire services. There are refuge points and an evac chair in the new building in case of fire, when the lift cannot be used. Basic First Aid training is undertaken by all staff, with several staff qualifying as First Aiders. There is a defibrillation kit situated in the main reception area.

Removing Barriers to learning

Try to maintain a flexible approach and attitude.

- Do any of the pupils have **Asperger's or mental health** issues?
- You will need to prepare pupils in advance for a change in environment or schedule. Be aware that group work may be difficult and that some pupils prefer to work alone. For spoken activities give marks for preparation as well as delivery of content.
- Do pupils have difficulty retaining or presenting information?
- Members of the teaching staff at St John's College have received training in learning and teaching styles. Pupils with **specific learning difficulties** often require practical or visual approaches and staff are asked to incorporate opportunities for this into lesson planning. A stepped approach linking new material to previous learning, with homework used to reinforce the lesson has worked well within the school. Alternative methods of recording are acceptable: such as using a word processor, a shortened answer format can be negotiated, or extra time allowed.
- Are pupils likely to miss part of the course owing to their disability?
- Do pupils tire easily and lose concentration because of their condition?
- Do pupils have difficulty reading?
- Are any of the pupils visually impaired or have hearing difficulties?

Teachers need to anticipate difficulties. Provide copies of notes with a minimum text size of 14, give out reading lists in advance, and allow extra time to complete tasks, schedule rest breaks. Could material be placed on line or emailed to the parent? Anticipate the need for portable equipment such as seating wedges, writing slopes and laptops. Give regular feedback to the pupil and find out which strategies work for her/him.

The RNIB 'See it Right' provides clear print guidance. Use a seating plan to allow visually impaired pupils an unrestricted view of the screen or board. Ensure that supporting staff are informed of lesson content in advance. Allow time for reinforcement and consolidation. Providing reading lists well in advance gives the pupil time to obtain an audio copy. Pupils

with dyslexia may also find it useful to listen to the book as they follow the text (sites such as Librophile, Lit2Go, and Project Gutenberg offer free downloads).

For pupils with hearing difficulties, a written copy of the lesson aims and learning outcomes is desirable. Provide transcripts of material and be prepared to repeat responses from other pupils. Ensure that the pupil has a clear view of you speaking: sitting directly in front of the teacher and ensuring that the strongest hearing side is towards the teacher.

RNIB See it Right Clear print checklist

- ✓ Simple and clear typeface is used;
- ✓ Type size is 12 point or ideally 14 point;
- ✓ Text is left aligned;
- ✓ Layout is consistent and logical;
- ✓ Words are not split between lines;
- ✓ No large blocks of capital letters;
- ✓ No italics;
- ✓ No words are underlined;
- ✓ No text is laid over the top of an image or texture;
- ✓ Paper, lamination or encapsulation is not glossy;
- ✓ Paper is thick enough to minimize the amount of show through from the other side;
- ✓ Leading is not cramped;
- ✓ Good contrast between the text and the background;
- ✓ Line space between paragraphs;
- ✓ All text is set horizontally;
- ✓ Adequate gutter between columns;
- ✓ No information is conveyed solely through the use of images, diagrams or colour.

The relevant interests of other people

Sometimes an adjustment for a disabled pupil would result in significant disadvantage for other pupils. In this case the school would not be expected to undertake it and a compromise would be sought. However, it is clear that something which inconveniences others but eliminates a substantial disadvantage to a disabled pupil should proceed.

Example - *A disabled student requests a 5-minute break every 20 minutes, as after this amount of time she can no longer concentrate.*

In this situation, the need to cover the course material must be considered and the disruption to other pupils. A reasonable adjustment would be to permit a short comfort break half way through the hour lesson and to provide the pupil with a copy of any notes. Try to switch to a more practical activity for part of the lesson.

Example - *A pupil who uses an interpreter is assigned to work in a small group. The other pupils complain that working with an interpreter takes longer.*

In this situation, any disadvantage to the other pupils would be mild, and also having to wait allows for thinking time which will promote clarity when discussing ideas

more formally. When addressing behavioural issues and discipline, the learning needs of pupils with EBD, Asperger's, ADD or ADHD should be considered, management strategies may need to be reviewed rather than the pupil being excluded for an incident if this action is taken for other pupils involved.

Policy and Good Practice Ethos

At St John's College, we respect and value the diversity of the community we serve. We believe in giving all of our children every opportunity to achieve the highest standards: promoting excellence in music, sport, drama and art. The achievements, attitudes and well-being of all our children matter. We aim to develop individual talents in an atmosphere of mutual respect. We extol the right of all pupils to learn in a safe environment. We value the contribution of pupils with disabilities to our community and recognise that the lives of all pupils are enriched by a diverse community.

Our admissions policy aims to reflect society, welcoming pupils from different cultures and of differing abilities. We do have an assessment procedure and pupils are expected to score within the broad, average band on standard attainment tests. Preference is given to siblings and all pupils are required to respect the Catholic faith.

Pupils with physical, mental or sensory impairments are not excluded from activities by physical, organisational or attitudinal barriers. Disabled pupils, including those with learning disabilities, are supported and taught alongside their peers. Pupils are ability grouped in some core subjects as we believe this allows pupils to develop at their own pace and increase in confidence and self-esteem.

St John's College aims to be an inclusive school. We are willing to make adjustments and protect pupils from disability discrimination. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We will ensure that pupils with disabilities have the same opportunities as other pupils to benefit from the education our school provides.

All pupils are subject to our Admissions procedure. Parents are asked to inform the college if a candidate requires a reasonable adjustment such as extra time, use of a laptop, a reader or has a mobility issue. We shall endeavour to meet the pupil's needs; however, if we are unable to meet the pupil's needs, we shall inform parents of this. We are a mainstream academic school and all pupils are expected to follow an enhanced National Curriculum.

Monitoring

We monitor the performance and achievements of all our pupils. Individual records of achievement are kept for each curriculum area. Key Stage 3, Junior and Foundation Phases meetings are held every half-term and the needs of pupils with disabilities are monitored as part of this process. The progress of GCSE and A level students is discussed at staff meetings and pupils who are failing to make good progress are placed on alert. Members of staff are also made aware of any additional needs. Support strategies are drawn up following meetings between the parents, the head, SLT, ALNCO, the teacher responsible for Safeguarding and the pupil as appropriate.

A Disability Equality Feedback form has been designed and implemented in order to gather comments from parents (and if appropriate the pupil) regarding their experiences. It asks for suggestions for improving the quality of our provision for pupils with a range of disabilities. This is in addition to the questionnaires sent out to all parents and pupils. Data is used to inform whole school and departmental development plans.

Meet the Teacher sessions at the start of the Advent Term allow for pupil reviews and parental consultation. Formal Parents' Evenings are held in the Lent Term following School examinations and reports.

Medical Care

Staff should be aware of what to do in case of medical emergencies. The pupil's health care professionals should be able to advise on specific circumstances. A list of qualified first aiders is displayed in the staffroom. We also have procedures for when blood or other bodily substances have to be cleared away.

We welcome visits from other professionals such as the nursing sister supporting our diabetic pupils, occupational and physiotherapists, educational psychologists. They have provided general guidance sessions as well making recommendations for individual pupils. Medicines will be given in accordance with the school policy. A record is kept of all medicines administered. Medicines should be clearly labelled with the pupil's name and dosage. Teachers are permitted to administer over the counter medicines such as antihistamines and paracetamol as well as medicines prescribed by a doctor. Teachers will not administer homeopathic remedies.

We appreciate that environmental conditions such as cold and damp may precipitate medical crises. We have supervised areas for pupils who are temporarily unable to go outside during breaks and allow pupils to be accompanied by a friend, (juniors to 3.1, seniors to main reception).

Employees

The Trustees and Headmaster will not discriminate against people with disabilities when advertising posts, or interviewing applicants, or deciding on appointments. Should a member of staff become disabled, the Trustees will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. The College respects an individual's right to privacy and does not disclose information to parents without the employee's consent. The College endeavours to make reasonable adjustments such as changing classroom, covering playground duties or offering part-time employment, should a member of staff become disabled.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

Disability and Equality Good Practice

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities. Teaching and support staff are involved in training activities: to promote a greater understanding and knowledge of disability and inclusion, to aid the early identification and assessment of ALN. Teachers are aware that many people with a disability do not have a special educational need.

The school regularly reviews the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

We take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter. Meetings could be held in a classroom or office on the ground floor instead of the teacher's usual room.

Appropriate targets are set so that personal progress can be **tracked** as well as progress towards externally determined goals.

GEPs are written and reviewed regularly. They use and reflect professional advice. There is parental involvement, input and support with IEPs. Learning Support teachers maintain records of work covered by pupils and set appropriate targets. Our Learning Support teachers have specialist qualifications in working with pupils who are dyslexic or expertise in mathematics, languages and literature. Learning Support teachers liaise with the ALNCo, the mathematics co-ordinator for SEN and HODs. Learning Support is also provided by teaching assistants under the direction of the class or subject teacher.

Class Teachers, Teaching Assistants and Parents communicate regularly. The School liaises with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, social workers, and the staff of voluntary and statutory agencies.

Name calling, abuse and bullying because of physical, mental or sensory differences will not be tolerated and are challenged in accordance with our behaviour and bullying policies. We use language that does not offend, and we make staff and pupils aware of the importance of language. A 'buddy system' or playground supervisors may be used support pupils with disabilities at playtimes to ensure that pupils feel happy, safe and fully integrated into the life of the school. A written record is kept of any incidents, so that patterns of behaviour can be noted.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter. Pupils with visual difficulties are seated at the front.

We shall endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

We are continually reflecting on how to improve and adapt our premises and use of information and communication technology, by selecting appropriate hardware and software. Equipment is properly maintained. Specialists check electrical items. There is accessible communication in School, with the use of pictograms and large print posters.

We find ways in which all pupils can take part in sport, music, dance and drama productions. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. All children are included in P.E. (swimming and sporting activities). Where necessary, there is adaptation so that all children can achieve and improve their personal performance.

Our library, reading books and other resources contain positive images of people with disabilities. Careful consideration is given to the use of language in the classroom and strategies to promote the learning of needed vocabulary. Pupils are given revision lists of key vocabulary.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them. We endeavour to promote a culture of co-operation between parents, school, the LEA and other external professionals such as the, Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist and organisations which promote the welfare of people with a disability, in order that children may have every opportunity to achieve their full potential. We ask all parties to contribute to a shared view of a pupil's needs and the best ways of supporting the pupil.

Communication with parents of children with disabilities is enhanced by: providing accessible information such as newsletters, home/school link books, invitations to parents' evenings and links with support groups. We aim to promote a welcoming environment in the school building and from all staff.

Teachers ensure pupils can access the curriculum both physically and mentally. A wide variety of approaches are used when planning the curriculum to draw on different strengths and aptitudes of the pupils. Teachers use flexible grouping arrangements and differentiate work.

Ways in which pupils learn are taken into consideration, e.g. whether a pupil has visual strengths or learns kinaesthetically. We consider appropriate intervention relating to individual needs and do not assume that all pupils will progress at the same rate. Pupils' areas of success are praised so that self-esteem is maintained and enhanced. Merits and awards are given for individual effort and progress.

Aids are provided for those who need them, within budget constraints, such as special scissors, pencil grips, coloured filters, seating wedges and writing slopes. The college has Chrome books and laptops which are used for examinations and within lessons to enable pupils to record their answers. Parents may also be asked to fund additional equipment such as a personal laptop. There is up to date information available for staff to find out about possible adaptations, such as appropriate software.

Pupils with disabilities are not excluded from school trips or visits. There is careful advanced planning and pre-visits: in the past a parent has accompanied a residential trip to administer medical care.

The ALNCO and the Examinations Officer work together to ensure that pupils are given the access arrangements to which they are entitled under the Joint Council's regulations.

Reasonable Adjustments

At St John's College, we shall make reasonable adjustments whenever a disabled person or student is placed at a **substantial disadvantage**. This may include:

- providing learning materials in alternative formats for a student with dyslexia;
- ensuring a field trip or outing is accessible to a student with a medical condition;
- liaising with a work experience placement to ensure that support will be available for a student with a learning difficulty or disability;
- talking through the process of the examination in advance with a student with Asperger syndrome ;
- providing a designated car parking space and minor adaptations to buildings whenever we are empowered to do so;
- providing additional support to a student with a physical impairment in the library and canteen;
- providing study skills support to a dyslexic student;
- extending essay or assignment deadlines subject to examination board regulations;
- training staff and raising awareness of an individual condition.

St John's College has always fully co-operated with representatives of the LEA and medical services in determining the needs of pupils with disabilities. For example, pupils may be withdrawn, by appointment, from lessons for sessions with LEA or private: speech, behavioural or occupational therapists. It may be possible for these sessions to take place on school premises during the normal school day, provided that the person is fully trained and CRB approved. The health and safety of all our pupils and staff remains our prime concern.

St John's College also tries to ensure that all pupils have access to a broad and balanced curriculum, with opportunities to participate in sporting, musical and social activities.

It may become necessary for the parents of a pupil with ALN to pay for additional equipment and staffing. Any person supporting a pupil with a disability is subject to CRB clearance must be capable and suitably qualified for those duties and meet with the approval of the teachers, Headmaster and Trustees. Although family members are not automatically excluded, they must satisfy the above criteria. If parents are unable to meet these additional costs and there is a health and safety risk, including a risk to others, unfortunately the pupil may not be able to remain at the School and, as such, the notice period is rescinded for the pupil and as a good will gesture, to any siblings. In some specific circumstances or medical conditions, such as epilepsy, a modified curriculum may be agreed between the parents and the School.

Parts of the School have listed status and as such access can be restricted to some rooms. A lift has been installed to enable all students to gain access to the upper floors of the old building. The new building has a lift for disabled students to reach the science laboratories (carrying evacuation equipment is in place for use by the fire brigade, should the need

arise). If possible, room changes will be made to enable a subject to be taught to a specific group on the ground floor or in a room with better access.

St John's College has always aimed to provide a dyslexia-friendly environment. Teachers and teaching assistants receive training in ALN, and in many cases are very experienced in recognising difficulties. Teachers and teaching assistants employ a variety of teaching strategies which promote the successful learning of students with ALN, particularly those with dyslexia. The ALNCo is able to arrange for pupils to be assessed in school by an experienced psychologist. Parents pay the psychologist directly for this service, no arrangement fees are charged by the school.

The learning support teachers work with individuals or small groups of children to provide extra tuition in mathematics and literacy. The learning support teachers plan activities which enable pupils to make progress and reinforce basic literacy and numeracy skills. The teachers also liaise with the child's subject teachers and form teachers to identify areas for improvement. The learning support teachers and sometimes members of the English and Maths departments work with examination candidates to facilitate access arrangements for both college and external exams.

The majority of pupils with additional learning needs will continue to make progress under the teacher's normal differentiation within the subject. Progress should be in relation to the pupil's ability and not necessarily compared with that of the peer group. All teachers are expected to provide differentiated work and when available to use teaching assistants to support pupils with ALN. Group Education plans provide guidance for supporting pupils with dyslexia, dyspraxia and Asperger's syndrome within learning and social situations. A pupil with a report from an educational psychologist may be placed on a Group Education Plan which provides general guidance for teaching students with dyslexia. If the severity of need dictates it and parents are in agreement the pupil will be referred for Learning Support lessons.

If, despite these differentiated learning opportunities and specialist equipment, little or no progress is made, or EBD continues to deteriorate, then an IEP is triggered with a range of options for additional support. This could be the provision of different learning materials and equipment or the deployment of extra staff for small groups or individual work and staff training. These measures are in addition to the teacher's usual differentiated provision for pupils. A previous example of School Action at St John's was the creation of a separate Mathematics, Science or English group for pupils with ALN. Parents may be advised to seek specialist help from CAMHS.

For the majority of our pupils, provision relates to a specific learning difficulty. Pupils receive specialist support individually or in small groups. The Learning Support teacher maintains a record of work covered and targets for improvement. Parents receive a written report twice a year from the Learning Support teachers detailing progress, recommendations and areas for improvement.

An IEP will include three or four clear short-term targets, the teaching strategies to be used and the criteria for success. The plan should be reviewed with the pupil and ALNCo at an agreed date, preferably every term. Older pupils should be encouraged to set targets for themselves. Targets may be subject specific or cross-curricula especially with younger pupils

e.g. handwriting stays on the line, raise hand to speak. Copies of records of work are held on file by the ALNCo for all teaching staff to access. The specialist teacher attends meetings with the English or maths department and feedbacks to the ALNCo.

If a pupil has persistent or complex needs, which cannot be met by the School, a child may be referred to the local authority. This may or may not lead on to a determination of ALN with an IDP being made by the LEA.

Additional Learning Needs Register

A register of pupils with special needs is available from the ALNCo. Teaching staff are reminded that this contains sensitive information and pupil confidentiality should be respected at all times. The register is available by email or a paper copy can be obtained from the ALNCo or school office at the start of the academic year. The ALNCo and the Examinations Officer will have updates during the academic year particularly for pupils in R15, R16 and Sixth Form.

The ALN register includes pupils receiving intervention. However, it also includes pupils who require differentiated practices to minimise a specific disability and to enable them to access the curriculum to realise their potential. Differentiation delivered by experienced professionals is the key to supporting the majority of pupils. Some pupils remain on the register to raise awareness and remind staff of a medical condition or a specific learning difficulty such as dyslexia. These pupils have strategies in place, which allow them full access to the curriculum with teaching staff following the general guidance on the GEP and not creating unnecessary obstacles. For example, a pupil with dyspraxia may need to complete a task on the computer, as opposed to redrafting a hand written document. The majority of our pupils with dyslexia are within the average ability band and able to cope with the content of the curriculum provided reasonable adjustments are made. Teachers are asked to discretely note in their personal logs or mark books which students have dyslexia or dyspraxia.

If a pupil no longer has an additional learning need the ALNCo may remove them from the register. Many pupils remain on the register at the request of parents so that any new members of staff are aware of previous difficulties. The register also serves as a checklist for examination candidates who may be entitled to concessions.

A copy of the timetable for learning support is held by Miss Gale or a copy can be obtained from the ALNCo or Learning support teacher. Disruption to other lessons is avoided whenever possible; however, pupils may be withdrawn for reading support. Subject teachers are asked to excuse pupils from their normal lessons and assist them with catching up missed work. This may mean assigning another pupil as a learning 'buddy' or asking pupils to complete a task for homework.

Teaching arrangements and resources

Our greatest resource is our team of dedicated teachers and teaching assistants. Many departments such as science and geography now have core textbooks at an easier level so that all pupils can follow the same course. This enables pupils with additional learning needs to be fully integrated, with the subject teacher providing extra support when needed. In

other departments such as Mathematics, pupils are split into ability groups, which allows for the use of different material and work schemes. Although some ability grouping is used in the English Department, pupils with additional learning needs can focus on the language aspects at GCSE. A few pupils may also receive some tuition in small ability or needs based groups in the core subjects. This enables them to work at a steadier pace, go over newly acquired concepts and therefore feel more confident when working within the main group. It is our aim to help pupils towards independent learning. Most pupils are able to sit a range of G.C.S.E. subjects with a small number of pupils taking alternative qualifications in maths and English. Decisions are made on an individual basis following consultations with parents, teachers and, of course, the pupil.

Teaching staff who require extra resources should contact the Head of Department or the ALNCo. The ALNCo can also approach the Headmaster for funding as the need for any new resources arises. The Learning Support room has a range of resources for improving and developing literacy skills.

Emotional and Behavioural Difficulties

A pupil may develop additional learning needs at any time. This can be due to emotional stress at home or within the school environment. Owing to the differences in the ages of pupils within the College it is not possible to adopt a single strategy for dealing with disruptive or emotional outbursts. By setting high standards as teachers, parents and Trustees we encourage pupils to respect each other, speak politely and to care for the school environment. The Junior School has its Five Star Rules devised with the pupils, and for senior pupils a code of conduct is in their diaries.

A pupil 'buddy' is assigned to new or isolated pupils to act as a guide especially at playtimes. Older pupils are caring towards younger children and will take them to a member of staff. Bullying behaviour is not tolerated and if this continues following mediation, a pupil may be temporarily withdrawn from the playground and the pupil's parents informed. A general playground log is kept by the infant department to monitor behaviours. Individual records are used short term in both KS1 and KS2 for pupils experiencing difficulties, with daily or weekly feedback to parents. Pupils in the Junior School are familiar with a system of yellow and red cards given for unacceptable behaviour. An explanation is always given to the child and a reflective note is completed by the child who has obtained a red card.

The system of pastoral care enables pupils to discuss problems with the form teacher. In addition, the ALNCo and Safeguarding Officer are available at lunchtime to support pupils and also provide guidance to colleagues requiring new strategies.

Older pupils may be issued with a report card to take to every lesson. This is a short-term strategy to encourage the pupil to conform to acceptable standards of behaviour. It is often linked to a reward system. Behavioural contracts are drawn up by the Head teacher following discussions with the pupil's parents. The contract establishes a clear set of conditions; any infringement may lead to the pupil being removed from site.

Merits and other rewards can be given to re-enforce good behaviour. Circle time is a proven strategy within the school for helping younger pupils solve disputes and understand how the peer group feels when a member of the class behaves in a particular manner. It can also be

used to raise self-esteem by discussing positive behaviour and encourages the pupils to be supportive. Senior pupils follow a PSE programme with visiting speakers which empowers pupils to make good choices.

Further information is available from the ALNCo on time out and choice strategies for behaviour related conditions such Aspergers and Attention Deficit Disorders.

Teaching and Learning Styles

The majority of pupils with additional learning needs at St John's College have dyslexia related profiles. It is important that the teachers are aware of their own individual teaching style and how this interacts with the pupil's learning style. Whilst the teacher is not asked to change his or her preferred style and indeed many teachers do use a variety of styles, there has to be some compensation if pupils are to assimilate the lesson content. The following notes are for guidance.

The **visual-systematic teacher** favours note –making from the board and textbooks, essay writing is an important follow-up. The **visual-symbolic teacher** prefers diagrams and drawings using the board, OHP, and videos. The **auditory/oral teacher** likes to talk with pupils making notes or uses dictation. Q&A and discussion is an important part of the lesson. The **kinaesthetic teacher** will expect pupils to be involved in the lesson in a practical way, an approach common to P.E., art and laboratory work.

Learning styles also include the **kinaesthetic** (learns by doing), **auditory** (remembers by listening), **visual** (uses pictures and colour) **and systematic** (well organised visual). Many pupils with additional learning needs are kinaesthetic learners and have poor short-term memory as a result of this organisational skills can be underdeveloped. Teachers at St John's College are requested to allow pupils to take notes, use mind-map, read and discuss points, above all pupils should be practically involved in the lesson if concentration is to be sustained. Extra time to complete tasks may also be vital and the use of a laptop is encouraged for pupils with dyspraxia. Occasionally subject teachers are asked to email coursework or extended homework tasks to parents or complete a home-school log to aid communication.

Staff and pupils are directed to 'A Student's Survival Guide for AS, A Level and Advanced VCE' by Christine Jostler and Francis Ward. This book provides useful tips on planning and organisation. It is suitable for use with G.C.S.E. pupils to develop techniques such as SQ3R* and mind-maps. Also 'The Great Little Book of Revision and Showing You Know' by The Quantum Training Group is very accessible.

*Survey-Question-Read-Recall-Review

Partnerships with Parents

The supervision of homework and help with organising items for the next day is invaluable support for a pupil with additional learning needs. All pupils from R8 upwards have a diary which parents are asked to sign daily or weekly. For pupils with additional learning needs this system provides crucial daily contact between home and school especially when the parent does not collect a pupil. It can provide information on the pupil's day, equally parents may note if the homework was understood and how the pupil felt. A diary may be used to aid communication between the teacher and the parents of younger children, in the past a home-school journal has been used for pupils with Asperger's. Many members of staff are also willing to communicate with parents via email.

Parents receive a written report twice yearly and a parent consultation takes place twice a year (three times a year for Nursery and Infants). When a pupil has additional learning needs, this consultation may occur more frequently. In a few cases, a meeting with key staff or the ALNCo may take place every half term. Parents of younger pupils often prefer an informal chat with the form teacher on a daily or weekly basis. The teacher must note any outcomes requiring a change to an ALN provision. The school's specialist teacher also sends out written reports and holds parent consultation evenings.

Parental contributions are encouraged and informal comments are also sought when reviewing provision for a pupil with additional learning needs. Pupils with additional learning needs require daily, continuous parental support with homework, reading and organisation skills.

Admission Arrangements for Pupils with Additional Learning Needs

Pupils with additional learning needs are considered in terms of their individual merits and form an integral part of the school community. It remains the philosophy of St John's College to offer an education to pupils of varying abilities and talents. However, all pupils are expected to fall within the average range of ability and must reach a satisfactory level on tests or exam papers. The decision to offer a place will be dependent upon resources, staffing and accommodation available, special consideration will be given to siblings and the ratio of boys and girls. We firmly believe that we have to be able ensure the safety and well-being of the pupil as well as delivering a varied and suitable curriculum before an offer of a place is made for that section of the School. The educational needs of existing pupils will also be considered, in particular the right to learn in an environment free from disruption and aggression. If there are already pupils with additional learning needs in the Year group, a balance of talents and abilities will try to be established. The availability of resources including the availability of support staff is also considered.

It is standard procedure for the parents of all pupils who wish to join the Senior School to have an interview with the Headmaster or a member of the Senior Leadership Team. The pupil is then invited for a day visit during which formal assessments and informal observations are made. Younger children are invited for one or two sessions during which assessments and observations are made by the class teacher. Report slips are returned to the head teacher from all staff teaching the pupil that day.

The same basic procedure is followed for pupils with special needs. However, the pupil may be asked to attend for a second or third day visit. Parents are asked to provide any relevant documentation such as school reports and psychologist's reports. The College may also contact the pupil's previous school to gain further insight into the pupil's needs.

In some instances, the pupil may be accepted on a trial basis and will be carefully monitored to ensure that the College is an appropriate placement, best serving the pupil's needs. The pupil's behaviour must not place others at risk or cause them emotional or physical harm. It is also a condition of acceptance that parents agree to support the pupil with programmes of work and other educational strategies designed to benefit the pupil. Parents will be informed if the College at a later date is unable to fully meet the pupil's needs; this does not necessarily mean that the place will be withdrawn. A review of services and options will be held with the relevant parties. Parents will be informed of the final outcome in writing by the Headmaster.

Occasionally a pupil may be offered a place in a different year group if this would suit their educational needs and level of maturity, this includes those who are gifted.

Managing the Curriculum Content

The Special Educational Needs Code of Practice for Wales 2004 focused on removing barriers to participation and learning. The Draft Additional Learning Needs Code 2015 underlines the principle of inclusion and of mainstream education. It is the policy of Saint John's College that wherever possible pupils follow the same common curriculum as their peers. However, the college recognises the correlation between exam successes and reading age, pupils will therefore be withdrawn from other lessons for reading support and specialist tuition. Improving reading skills is essential if the pupil is to have access to a broad and balanced curriculum within Key Stages 3 and 4.

Those pupils who are showing signs of stress and are failing to make significant progress may decide to withdraw from the study of certain subjects following consultations with teaching staff and the pupil's parents. The pupil's timetable will then be adapted to focus on improving basic literacy skills. In the Senior School, a range of subject options allows for greater individual choice. Some pupils may opt for a reduced number of GCSE subjects, in consultation with the Assistant Heads, Academic.

All pupils are part of a mixed ability form group for the purpose of registration and worship. For many subjects pupils are taught in form or mixed ability groupings, which develop a sense of community and collective responsibility. Pupils are able to develop social skills through these sustained friendships. Some separate playtimes are permitted for health and safety reasons between infants, juniors and seniors; there are no other constraints on social integration.

The merit system and prize giving assemblies are designed to recognise and reward academic achievement, outstanding contribution, and also effort and improvement. This enables pupils with special needs to be publicly acknowledged and their achievements valued.

Guidance for Teaching Pupils with Dyslexia

- Encourage pupils to sit towards the front;
- Give notes on typed handouts rather than pupils copying from the board. Keep type style simple and above size 12;
- Make learning objectives explicit. Ask pupils to highlight key points;
- Set homework earlier so that pupils are not rushing on to the next lesson, thus allowing time for clarification and recording;
- Use visual aids to support written tasks;
- Encourage pupils to look for clues such as **bold** text, underlining, captions and pictures;
- Employ a multi-sensory approach: use a variety of teaching and learning styles;
- Try to accept alternative forms of recording (charts, posters, bullet points);
- Read ahead and select an easier passage for the pupil to read to the class. Some pupils prefer not to read aloud;
- Use a buddy system for help with spelling and reading;
- Make full use of I.T. pupils with dyslexia will often limit their vocabulary to words they can spell and are reluctant to redraft work;
- Pupils are permitted to use spell checkers and laptops unless prevented from doing so under exam regulations;
- Revise points frequently within the lesson;
- Planning: start the lesson with tasks everyone can achieve, pupils will view staying behind to complete a task which was beyond their capabilities as a punishment.

Complaints Procedure

What actions can pupils and parents take if they feel that they have been discriminated against?

Pupils and parents are asked to first make an appointment to discuss the matter with the individual concerned and the ALNCo. If the matter cannot be resolved then the complaint will be referred to the head-teacher and the trustees. An independent adjudicator can also be appointed to reconcile any differences informally where both parties agree to conciliation.

The disabled person can also take a complaint to a formal tribunal.

The School will always endeavour to make reasonable adjustments.

What is deemed reasonable depends on the needs of the individual, how practical any changes are, and the financial and other resources of the **whole** school.

Our prime concern will always be the health and safety of all our pupils: we shall not place any pupil at risk. Changes to the listed building are subject to various planning regulations and approval has to be granted.

We are willing to make modifications to the curriculum and amendments to the timetable to accommodate the needs of pupils with disabilities until a permanent solution can be found. However, we cannot restrict the quality of a pupil's educational experiences long term.

Parents may wish to seek advice from **The Commission for Equality and Human Rights** or **www.snappcymru.org**. Part of the commission's role is to help disabled people by providing information about services, supporting the rights of disabled people and to solve problems informally.

Additional Learning Needs

If a pupil is experiencing difficulties in school the ALNCo is available during the lunchtime supervision period to discuss any concerns. Members of staff are asked to leave a note in the ALNCo's pigeonhole explaining any concerns and appropriate strategies will be put in place to overcome any difficulties.

If a parent has a complaint about their child's education initially it should be addressed to the member of staff concerned or the Head of Department. If the situation remains unresolved then the complaint should be referred to the ALNCo. At this stage, a written record should be kept. The initial complaint, the action taken by the teaching staff and the subsequent strategies to be employed will be noted. The ALNCo should follow up this meeting after an agreed period. The Headmaster will be informed of any serious issues and a meeting arranged with those involved.

The Headmaster may deal with any matters that relate to a direct complaint against a member of staff immediately. Mrs. J. Smerald is the Trustee responsible for additional learning needs.

Parental support for their child's education is crucial to progress. Parents are asked to inform us if there are any adjustments we need to make to help them support their child, for example letters in large print, explaining information over the phone or to an interpreter or wheel chair access with reserved parking.

Group Educational Plan for Pupils with Dyslexia

A pupil with a profile of dyslexia may have:

- Difficulty following instructions and recalling information;
- Tasks reliant on working memory are difficult. Pupils may forget earlier stages or struggle to recall number sequences;
- Spelling is inconsistent, a word may be written with different spellings within the same piece of work. Common cvc words are incorrect;
- Reading skills are under developed: phoneme knowledge is poor;
- Reading speed is slow indicating a possible processing speed issue;
- Writing skills do not match verbal responses due to sequencing and organisational difficulties.

Reasonable Adjustments for	Names/tick
I need to sit directly in front of the board, close to the teacher.	
Please give instructions one at a time, repeat them and display complex instructions.	
I need more time to read. Please give me handouts in advance. Please allow me extra thinking time. Please return to me for the answer when I have had time to process.	
I will read out aloud to the class and perform	
I need information and questions to be read out to me.	
Please allow me to work with a learning 'buddy' who helps me with reading and spelling.	
Please check my homework is written in my diary. Please give me homework tasks on a sheet or email.	
I am a MAT pupil please start me on the more challenging questions so I can use my problem solving skills.	
I need support with difficult concepts. Please differentiate work into simpler steps.	
I need support with planning. Please use mind maps or lists. Remind me to use Point Evidence Explanation.	
I need a writing framework and models to help structure my responses.	
I need to use a practical or visual approach, please allow me to draw diagrams, use counters, number lines, multiplication squares and calculators for complex tasks.	
I have Snappy lessons/ Learning Support lessons.	
I struggle with spelling please display important words. Please give me a glossary or list of key terms to stick at the front of my book.	
I struggle with spelling please allow me to use a spell checker.	
I need to learn spelling patterns. Please give me a shorter list of words to learn which follow a rule. Please help me to learn to spell high frequency words.	
I need a coloured overlay.	
Please do not use.....pen as I find this difficult to process.	

Group Educational Plan for Pupils with Dyspraxia

A pupil with a profile of dyspraxia may have:

- Poor **gross motor** co-ordination and lower core strength;
- The pupil may bump into things or knock them over and often trip up;
- Finds sports difficult and this may impact on friendships and self esteem
- Poor **fine motor** skills and lack of organisational skills;
- Pupil has difficulty with everyday tasks such as doing up buttons and shoelaces;
- Pupil may struggle with tasks requiring manual dexterity such as playing the piano;
- Handwriting deteriorates over time and is undecipherable;
- Pupil complains of hands and wrists being tired.

Pupils with dysgraphia and hypermobility may have similar issues.

Reasonable Adjustments for	Names/tick
I have difficulty with fine/gross motor co-ordination.	
Please provide me with copies of notes and diagrams which are essential for revision. Please photocopy another pupil's clearly written notes.	
Please break tasks into smaller steps. Give me one instruction at a time and provide written guidance for complex tasks so that I don't forget a stage.	
I need extra time to record my homework. Please write task on the board before the end of the lesson so that I have time to write all the instructions.	
Please write homework in my diary or give me a printed sheet with the instructions.	
Please allow me to use a Chrome book or laptop as this helps me communicate clearly and organise my work.	
I need encouragement to develop my word processing skills, please ask me to use a computer for extended writing. (There are touch typing software packages suitable for children and young people).	
Especially when I am tired, accept alternative forms of recording or shorter answers. Please use a variety of activities such as matching games and cloze activities so that I can show my understanding and share my knowledge.	
Please ask me to be the spokesperson for my group so I can give verbal feedback.	
I need help with handwriting; I am working on letter formations in Snappy lessons and practising at home.	
Joining letters will help speed up writing. Please teach cursive letter formation; work on alignment of letters, letter size and specific joins.	
I may need a rest break to allow my joints and muscles to recover. Please incorporate changes of activity or rest breaks into the lesson.	
I may have difficulty with tasks such as dressing and tying shoelaces. Please discreetly offer to help me.	
I have difficulty with tasks such as catching and kicking a ball, swimming and other sports. Repeating tasks over a few weeks will help to establish muscle memory and improve my strength, but please remember after a few repetitions I will not be able to sustain control.	
I need to improve my core strength.	
I use a posture pack. (This is a wedge on my seat). I use a writing slope.	
I need help with cutting out. I use adapted scissors.	

I use wrist splints/knee supports. Specialist equipment.....	
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Group Educational Plan for Pupils with Asperger's

A pupil with Asperger's may:

- Become anxious in new situations or when plans change;
- Have difficulty in social situations;
- Lack age appropriate communication skills;
- Not understand the concept of personal space;
- May refuse outright to do a task;
- Show signs of obsessive behaviour;
- Need to control the situation.

Reasonable Adjustments for	Names/tick
Please explain what is going to happen during the day. I like routines and timetables. I like to know my tasks for the day. If something needs to change quietly explain it to me before announcing it to the group so that I can adjust.	
I don't like it when others make loud noises. I find noisy places like swimming pools and playgrounds difficult. I may need a safe, quiet place to withdraw. Please warn me before fire drills.	
Please use social stories to prepare me for unfamiliar situations.	
I have difficulty with this colour.....I don't like florescent lighting.	
I find break times difficult and when I am having a bad day I need a safe-haven. If I can't cope I can go to.....	
I am MAT in some aspects of my learning such as logic but find tasks requiring inferences difficult.	
Please teach me the rules of playground games. I may get upset if someone breaks these rules. I need help to negotiate.	
Please watch my behaviour as sometimes I get angry or withdrawn. If I look annoyed or unhappy please take me to a safe place or to my nominated teacher.....	
I sometimes need to sit alone as I don't like other people touching my things. I may choose to sit alone as I am feeling irritated.	
I do not understand other people's need for personal space. Please tell me if I am too close.	
I like to choose who sits next to me and who goes with me as my friend.	
I say no when I cannot cope. Please offer me an alternative activity or quiet time and I will do the work later.	
I can become obsessive about the order of particular items or about playing a particular game or about a special friend. This may be linked to increased anxiety levels. Please help me to find other things to do.	
I do not understand my own and other people's feelings. Please teach me to recognise facial expressions: happy, sad and angry.	
I find emotions difficult to read. I may mistake surprise for anger. I may not recognise when someone is joking or using sarcasm. You may need to explain and act as a mediator.	

Group Educational Plan for Pupils with Global Developmental Delay or Disorder

The term Global Developmental Delay is used when a child has a substantial delay in two or more areas:

- Cognitive: thinking and creative skills;
- Personal, Social and Emotional: forming relationships, showing concern for the well-being of others;
- Communication: speech and language skills;
- Physical: Fine and gross motor skills, exploring, taking care of basic needs.

A pupil with Global Developmental Delay may:

- Become anxious in new situations or when plans change;
- Have difficulty in social situations and not understand the concept of personal space;
- Lack age appropriate communication skills and may refuse outright to do a task;
- May be hyperactive;
- Some children will catch up; others may have a developmental impairment.

Reasonable Adjustments for	Names/tick
I need help with tasks such as dressing and using scissors. Please help me practise and use adapted equipment.	
I need help with some aspects of self-care, please follow school policy on intimate care and toileting.	
I need help in PE to learn to catch a ball, balance, jump..... Sometimes I find turn taking difficult and I may need to do an alternative non-competitive activity.	
I do not sleep well; this makes me tired and irritable towards the end of the day/week.	
I need help with my work, please differentiate tasks so that I can understand.	
I can do the same work as everyone else.	
When I am feeling uncertain I can get angry or find somewhere to hide. Please take me to my safe place or nominated person	
I may do things that you expect from a much younger child, like playing games of hide and seek, or not sharing toys and equipment. Please explain the rules and guide me through sharing. I need help to behave appropriately.	
I may become very excitable when I am looking forward to events such as my birthday, please help me to remain calm.	
I find social situations difficult and do not understand how others feel. Please explain the situation to me. (Use strategies for pupils with Asperger's).	
I have speech/occupational therapy. Please support me with this work.	

Group Educational Plan for Pupils with Attention Deficit or Hyperactivity Disorder

A pupil with ADD or ADHD may:

- Be inattentive: disorganised, forgetful, 'day dreaming';
- Impulsive: shouts out in class, lacks self-discipline, talks excessively, emotional outbursts;
- Hyperactive: can't sit still or stay in one place;
- Can sustain focus when interested but has difficulty with repetitive tasks;
- Could be underachieving and rarely completes a task before moving on;
- Can be enthusiastic, imaginative and creative with lots of energy;
- Children with ADHD need structure, consistency, clear communication, and rewards and consequences for their behaviour. They need support, and encouragement.

Reasonable Adjustments for	Names/tick
I have difficulty sitting still so please decide which behaviours are acceptable. I need to use a stress ball or	
I need to move around and become bored easily. Please use a variety of activities. Please allow time for movement and exercise. I need to engage in physical activity at break-times. Exercise releases chemicals which improve attention.	
Set specific goals such as sharing with others, walking down the corridor, being on time for lessons and working for twenty minutes (use clocks and timers).	
Please reward positive behaviour: verbal praise, stickers, green lights on a report card and treats such as time on the computer or playing with a favourite game. Be consistent with rules and rewards.	
When my behaviour is in appropriate please explain why and say what I should be doing. Please use consequences for failing to meet a goal: missing a favourite activity, loss of privileges.	
I need a quiet place to work and to calm down. This is	
I tend to drift off in my thoughts. Please prompt me to stay on task by asking me questions, changing the task and returning to it later, or a gentle tap on my desk and reading the question again may help me focus.	
I have difficulty sleeping. I need routine and time before bed with reduced stimulus. This may impact on my behaviour the next day and my ability to complete homework tasks on time. I need to eat regular meals.	
I need help with planning and organising my time. Use timetables, mind maps, lists. Break tasks into small achievable units.	
I need to ask questions or say things. Please give me time to speak at the end and I will not interrupt or allow me to ask just two or three questions.	
I take medication to help me concentrate. I take Omega 3. I am having behavioural therapy. Please support me and respect my privacy. Please note any changes in my behaviour.	

Additional Learning Needs Target sheet

Name: _____

Date	Target