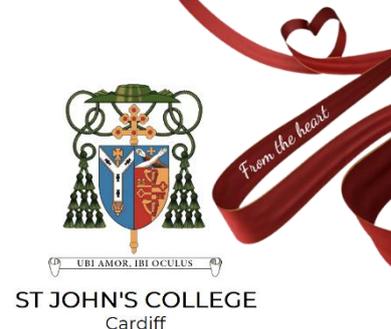


# Additional Learning and Disability Equality Policy

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St John's College, Cardiff

## AL (ADDITIONAL LEARNING) AND DISABILITY EQUALITY POLICY

**This policy applies to all sections of the School:**

Sixth Form, Senior School, Junior School,  
Infant School & Nursery.

***Version: September 2025***

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### Key Staff

<b>Headteacher</b>	Mr Shaun Moody
<b>Chair of the Board of Trustees</b>	Mr John Charles Rees KC
<b>Assistant Head, Pastoral &amp; Designated Safeguarding Lead</b>	Mrs Emma Jones
<b>ALNCo</b> ( <u>Additional Learning Co-ordinator</u> ) <i>BA Hons, PGCE with Advanced Standing, Post Graduate National AL Award 2012, Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements, Certificate in Counselling.</i>	Ms Noelle McCaffrey

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.

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## **Our Context**

St John's College is an Independent Co-educational Day School in the village of Old St Mellon's in Cardiff, Wales. It is the Choir School of Wales's National Catholic Cathedral, Cardiff Metropolitan Cathedral.

The school day starts at 8.40am and finishes at 3.50pm. During the day there is a 20 minute morning break and a 50 minute lunch break. Pupils in the Junior School have an additional 10 minutes break in the afternoon.

Our school motto is, "Wherever there is love, there is vision," with the aim of approaching all work from the heart.

The school has a strong tradition in academic excellence and expects the very highest standards from all its pupils, including those with Additional Learning, for which we offer a stimulating, caring and supportive environment.

## **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 Additional Learning.

## **Our General Principles of Equality**

- All members of the school and the wider community are of equal value;
- We monitor the progress and attainment of all pupils from protected groups and use this data to support pupils, set challenging targets, raise standards and ensure inclusive teaching;
- We recognise and respect diversity. Our ethos underpins a culture of mutual respect and good relations between all groups that aims to provide opportunities for pupils to appreciate and celebrate their own cultures and those of others;
- We foster positive attitudes, good relations and dialogue between groups and communities to create a shared sense of cohesion and belonging;
- We use materials that reflect diversity in terms of race, gender and disability without stereotyping;
- We promote British Values of tolerance and respect;
- We promote positive attitudes towards disabled people and good relations between disabled and non-disabled people;
- We ensure that the recruitment, retention and ongoing development of staff are undertaken in a fair and equitable manner to support the school's vision and values.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate and are differentiated, as appropriate.

## **The New Additional Learning Code for Wales 2021**

The Additional Learning and Education Tribunal (Wales) Act 2018 replaced the former Special Educational Needs (SEN) framework with a reformed system based on Additional Learning (AL). The Act established a new statutory and single legislative framework for supporting children and young people with Additional Learning (AL), from birth up to the age of 25 years old, as necessary. The Bill set out the overall framework and the Act required the Welsh Government to produce an AL Code, to provide detail for the way in which assessments and decisions about provision are carried out.

As of the end of August 2025, the long-standing Special Educational Needs (SEN) system will have been formally phased out, making way for the fully established Additional Learning (AL) system. This marks the culmination of a four-year implementation period aimed at creating a more inclusive, learner-focused and statutory approach to supporting children and young people with Additional Learning in Wales. From this point, all learners in Wales will be supported under the Additional Learning (AL) system

### **The Additional Learning Code for Wales published in 2021 states:**

*“1.97 - Independent schools and ISPIs are not required to have regard to the Code and no requirements are imposed on them by it. Nevertheless, guidance and information in the*

*Code may be useful to independent schools and ISPIs to inform their understanding of the AL system and the part they might play in ensuring the best outcomes for learners with AL.”*

*“18.25. Independent schools are not required by the Act to decide whether a child attending the school has AL, nor to maintain an IDP for pupils with AL, nor are they subject to other duties under the Act. They are however subject to the standards regime for Independent schools, which include standards about the quality of education and the provision of information by the Independent school.”*

## **How We Reflect the Code In Our Practice**

We aim:

- To place the learners’ views, wishes and feelings at the heart of the process of planning and provide the support required to enable them to learn effectively and achieve their full potential.
- To take a whole school approach to meeting the needs of learners with AL to ensure that their learning experience and provision is appropriate and equitable to those pupils who are not disabled, nor have AL requirements;
- To maximise access for children and young people with AL by making all reasonable adjustments so that they can fully participate in all the opportunities provided within our context: a broad and balanced curriculum, expert pastoral care, quality teaching and a range of extra-curricular activities;
- To ensure our approach is holistic and person-centred and to provide a caring and supportive environment in which the views, wishes and feelings of the child or young person are at the heart of all decision making processes, as appropriate;
- To facilitate and allow our pupils to experience success and to be appropriately rewarded;
- To focus on, and nurture, aspirational outcomes appropriate to each individual pupil so that they can meet their potential within every area of their lives: achievement (attainment and progress); attendance and punctuality; social skills; social behaviours; learning behaviours; independent learning skills and emotional resilience; preparation during key transition periods for the next phase of education; and preparation for adult life;
- To ensure early identification so that intervention takes place at the earliest possible opportunity;
- To plan provision and interventions which remove barriers to learning, e.g. appropriate equipment and timely interventions (e.g. classroom differentiation, intervention programmes, small group and/or individual support);
- To develop literacy and numeracy skills, as necessary, to support learning across the curriculum;
- To prepare all members of our learning community for living and positively contributing to a diverse society;

- To develop and maintain a collaborative working relationship with pupils, parents, external agencies and the wider community in the best interests of the child or young person;
- To provide guidance to parents as to how they may best support their child in order for the child to achieve their potential;
- To continually review each individual's provision to guarantee that interventions remain appropriate;
- To ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **What is a Disability?**

**Additional Learning** - *"A person will have AL if he or she has a learning difficulty or disability which calls for 'Additional Learning Provision to be made for him or her.'" (Additional Learning Code 6.6)*

To reflect the vision of the new AL and Education Tribunal (Wales) Act 2018, we recognise that pupils with AL do not form a fixed group and that the needs of individual pupils may vary over time.

### **The link between Additional Learning and Disability**

Many pupils who have Additional Learning may also have a disability. The "reasonable adjustment" duty under Equality legislation means that this alone does not constitute an additional learning need.

The Equality Act 2010 defines disability as *"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)

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many pupils who have these medical/health conditions will not have an additional learning need and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make 'reasonable adjustments'.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

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.

Within the state sector, some AL pupils may need an IDP (Individual Development Plan) to address their safety, health and well-being and academic progress whilst in education. The aim is that appropriate non-discriminatory practices and reasonable adjustments are made so that they can access the resources 'normally available' to their educational setting and that they can access education and make progress commensurate with their peers. At St John's College, where a young person has a diagnosis, we create a Classroom Support Plan (CSP) that supports staff in meeting the needs of the individual.

### **Conditions**

Certain other "conditions" are not considered to be Additional Learning but may impact on progress and attainment.

**Such "conditions" are:**

- Attendance and Punctuality;
- Health and Welfare;
- EAL (English as an Additional Language);
- Being a Looked After Child (LAC);
- Being a Child of Serviceman/woman;
- Poor Behaviour (*unless there is an underlying need which is impacting negatively on their behaviour*).

### **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. 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.

### **Key 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.

Everyone has a duty to eliminate discrimination, harassment and victimisation and the school strives to promote good relations and advance the equality of opportunity between persons who share a protected characteristic and other people. The Trustees of the school are aware of equality legislation and policy and are committed to equality of opportunity and treatment. Training sessions and updates ensure that the teaching staff understand issues and trends within Wales which relate to Equality and Discrimination.

As a Catholic faith school, we ask that everyone respects and maintains the Catholic ethos and philosophy of the school. However, we welcome all pupils, parents and staff regardless of their age, faith, race, gender or sexual orientation. It is the view of the school that by accepting children from other faiths, the lives of all members of our community are enriched within an atmosphere of cooperation and understanding, which will help prevent isolation and radicalisation of vulnerable individuals.

**To maintain this commitment, we:**

- aim to involve disabled people in the planning and preparation of any Disability Equality Scheme;
- Review this policy annually, to reflect new government directives and through the process of self-evaluation;
- Recognise the achievements of our pupils with disabilities and highlight disabled people as positive role models to all pupils;
- Make pupils, parents and staff aware of opportunities and support;
- Continue to recruit and retain staff with disabilities.

**Reasonable Adjustment**

At St John’s College, our vision is to meet the needs of all our pupils through the resources we have available. Where that is not reasonably possible, we will seek the advice and support of other specialist professionals and practitioners.

Whilst we are a mainstream academic school, where pupils follow an enhanced curriculum, we aim to be an inclusive school and make reasonable adjustments to remove the barriers to learning so that AL pupils have the same opportunities as other pupils.

What is deemed 'reasonable' depends on the needs of the individual, how practical any changes are within our context, and the financial and resource implications. 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.

We shall always endeavour to make reasonable adjustments whenever a disabled person or pupil is placed at a substantial disadvantage in comparison to people who are not disabled.

**This may include:**

- Providing learning materials in alternative formats;
- Ensuring a field trip or outing is accessible to a pupil with a medical condition;
- Liaising with a work experience placement to ensure that support will be available for a pupil with a learning difficulty or disability;
- Talking through the process of an examination in advance with a pupil with Asperger's syndrome;
- Providing a designated car parking space and minor adaptations to buildings whenever we are empowered to do so;
- Where possible, necessary and reasonable, making physical adaptations to the learning environment to support pupils with physical needs;
- Occasionally, offering a place to a pupil in a different year group if this would suit their educational needs and level of maturity: this includes those who we, as professional educators, deem as 'gifted';
- In some specific circumstances or medical conditions, such as epilepsy, modifying the curriculum may be agreed between the parents and the school;
- Providing study skills support;
- Extending assignment deadlines subject to examination board regulations;
- Training staff and raising awareness of individual conditions;
- Allowing the attendance of an interpreter at meetings for parents who are not fluent in English or Welsh.

The school aims to provide resources deemed 'reasonable' to support AL pupils and any resources and equipment that a pupil needs will be considered based on reports from appropriate outside agencies and recommendations made by specialist services. However, it may become necessary for the parents of a pupil with AL to pay for additional resources required, outside of what is considered 'reasonable,' as judged by the Headteacher in consultation with the ALNCo and other relevant school staff and professionals. If parents are unable to meet these additional costs incurred 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.

The school cannot continue to educate the child or young person when their behaviour significantly or persistently threatens the safety, or impedes the learning, of others.

## **Admission Arrangements for Pupils with Additional Learning**

Our admissions policy respects and values the diversity of the community we serve. Pupils with Additional Learning 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, at least, the average range of ability, to ensure that they can meet the demands of our curriculum, and therefore must reach a satisfactory level on tests, or examination papers taken during the admissions process. The decision to offer a place will be dependent upon resources, staffing and accommodation available, with special consideration given to siblings. The school needs to be confident that we are in a position to meet the needs of each individual that we make a commitment to within our context.

In some instances, a pupil may be accepted on a trial basis and will be carefully monitored to ensure that the school 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 school 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 and parents will be informed of the final outcome in writing by the Headmaster.

## **Identification of Additional Learning**

We take a 'graduated response' to the identification of AL based on a range of information and communications to ensure that there is a detailed analysis of the pupil's needs, using a range of information from the following:

- Professional dialogue between teachers and AL staff in school;
- Direct referral from the Form or subject teachers, who are encouraged to highlight areas of concern;
- On-going teacher observations, assessment and progress tracking;
- Observations by the Additional Learning Support team, as required;
- Baseline ability and attainment assessments, e.g. CATs, Suffolk Reading Test;
- The analysis of test results which indicate that a pupil is significantly below peer group or expected progress;
- Outside agency reports and records;
- Experiences shared from previous schools or settings, LEA or health professionals;
- Information, or an expression of concern, from a parent/carer\* or the pupil.

*\*Where a parent thinks their child has an additional learning need and/or disability they should firstly detail the concern in writing to the ALNCo, submitting any specialist reports. Following receipt of this request and information, the ALNCo will contact parents/carers.*

## **Hidden Disabilities**

Pupils whose impairment is immediately apparent are in the minority. The majority of disabled and AL pupils have what are sometimes known as 'hidden disabilities' i.e. the person's condition or impairment is not visible. Hidden disabilities can include: Dyslexia, ASC (Autistic Spectrum Condition), visual and hearing impairments, mental health difficulties and medical conditions such as diabetes.

A pupil may also be considered to have AL owing to communication and interaction difficulties, physical or sensory impairment or persistent EBD (Emotional Behaviour Disorder) which are not alleviated by behaviour management strategies.

The ALNCo must always be kept informed to assist with the appropriate identification of hidden disabilities so that any necessary interventions can be implemented and resources allocated. The outcome of this analysis will determine any necessary intervention and an assessment of whether the pupil should register as AL on our Provision Map, which incorporates our AL Register.

Sometimes, it may be appropriate to seek a formal assessment from an external professional to determine the nature of the AL. This is something that the ALNCo can advise on, depending on the nature of the AL. Some of these assessments may incur a cost for parents/carers, whilst others can be accessed through the family GP and NHS.

**Please Note** - The Welsh Government is developing an Early Years Development and Assessment Framework (EYDAF), intended for use by education and health care settings for children up to the age of seven. Parents of all nursery pupils may contact the local authority to determine whether their child has an AL.

Our understanding is that 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 AL exists. Parents may use advocacy services to appeal the decision. Where a child has an AL, 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.

Note, we are not officially registered as an AL school, which is a requirement within the Independent Sector. Therefore, if a child met the criteria for an IDP, which in itself would indicate a very high level of need, we would unlikely be in a position to support such a level

of need, even with reasonable adjustment. However, each case would be reviewed and considered individually.

### **Supporting Additional Learning**

A pupil who is not making 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.

#### **Quality Teaching**

Our objective is to give all of our children every opportunity to achieve the highest standards. It is the class teacher who retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group. On-going professional development and information for staff is an integral part of our School Improvement Plan.

#### **The AL and Education Tribunal (Wales) Act 2018 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.” (Additional Learning Provision)*

We expect teaching across the school to be of the highest quality and our overriding principle is that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have AL. Teachers and Teaching Assistants are trained to employ a variety of teaching strategies in support of a wide range of Additional Learning.

Our teaching is based on the following strategies, which are aimed at removing barriers to learning and making learning ‘inclusive’:

- A safe and orderly learning environment;
- Adaptations to the learning environment, where possible;
- Careful consideration is given to the use of language in the classroom and strategies to promote the learning of needed vocabulary e.g. pupils are given revision lists of key vocabulary;
- Understanding of the needs and aspirations of each pupil;
- Differentiated activities;
- Small steps with specific achievable objectives;
- Varied activities and resources;
- Ways in which pupils learn are taken into consideration, e.g. a pupils learning style: do they have visual strengths or do they learn kinaesthetically;
- Visual support including pictures, writing frames or word banks;

- High quality, differentiated questioning;
- Personalised reward systems;
- ICT support;
- Clear, aspirational targets;
- Consideration given to the deployment of learning support staff within our Infants and Junior school lessons, if available, and where considered necessary by the relevant teaching staff and ALNCo;
- Liaison with parents.

Teachers and the Form Tutor will refer a pupil to the ALNCo and/or Assistant Heads if they have concerns about their progress and/or well-being.

The ALNCo will devise a Classroom Support Plan (CSP), as required, in support of an AL pupil in the classroom. This will support the teacher in delivering a differentiated curriculum based on their needs, whilst taking into account teacher assessment, advice from outside agencies and will include pupil and parent contributions, as appropriate.

#### **The quality of teaching is monitored in a variety of ways:**

- Professional Development targets;
- Learning walks;
- Observing lessons;
- Work scrutiny;
- Auditing pupils' views (Pupil Voice);
- Looking at rates of attainment and progress.

#### **Intervention for AL Pupils**

If the child or young person'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 intervention is considered. In this instance, their provision will be reviewed in collaboration with the pupil, teaching and support staff, the parents and external professionals, if relevant.

- Where appropriate and deemed necessary by the school, we provide short term, small group, 1:1 or specific interventions for AL pupils in literacy and numeracy, handwriting and study skills;
- Our Learning Support teachers have specialist qualifications and a key area of their work is to reinforce basic skills that support learning across all subject areas;
- Homework Club after school is open to all pupils and is supported by staff.

If there continues to be a concern, the ALNCo will liaise with the parents in relation to creating a Classroom Support Plan (CSP) and/or advising on making a referral to the relevant external

professional or agency (where applicable). Whilst this will be supported by the ALNCo, parents may have to lead on some of these referrals, particularly if they are medical in nature and need the intervention of their GP. Depending on the route taken, the engagement of the external professional may incur a fee.

If a pupil has persistent or complex needs, which cannot be met by the school, parents may decide to refer their child to the local authority.

### **Reviewing Learning Needs and Provision**

The child's AL provision should be continually reviewed to guarantee that interventions remain appropriate. In support of this the ALNCo analyses data and collaborates with the Assistant Heads Pastoral and Academic, the Head of Year, Tutor, subject teacher and support staff who work regularly with and support the pupil.

#### **Progress is also reviewed using:**

- Summative teacher assessment;
- On-going formative assessments shared with pupils through marking and feedback;
- Reporting to parents/carers;
- Parents' Meetings;
- A review of approaches to learning;
- A review of responses to prior interventions;
- A review from the member of staff delivering the current intervention.

### **Classroom Support Plan (CSP) / Individual Development Plan (IDP)**

Within the terms of the new Code, the purpose of an IDP is to record the child or young person's learning needs. It takes a person-centred approach and the child or young person and the child's parents are invited to participate in the process and any meetings where the AL or IDP is discussed. However, as an Independent School, we are not legally obliged to follow this format. Instead, we use a Classroom Support Plan (CSP), which we believe is more suited to both our pupils and context.

### **Provision Map and Additional Learning Register**

A Provision Map is in place across all Key Stages that provides a comprehensive register of pupils, outlining their Additional Learning and interventions. The ALNCo is the 'gatekeeper' and updates it, as necessary. Staff are reminded that this contains sensitive information and ensure that pupil confidentiality is respected at all times.

If a pupil no longer has an additional learning need, their 'history of need' will remain logged 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 access arrangements.

Data Protection: We adhere to the principles laid out in The Data Protection Act 2018, which is the UK's implementation of the General Data Protection Regulation (GDPR) within which everyone responsible for using personal data has to follow strict rules called, 'data protection principles,' and must ensure personal and sensitive information is: used fairly, lawfully and transparently.

### **Staff Professional Development**

We provide a continued programme of professional development to all our staff and have high levels of expertise in the school. Staff are trained and directed to respond appropriately to individual and Additional Learning.

AL professional development is provided for teachers through regular staff meetings, shared information, external speakers and professional discussion, depending on the needs on roll.

#### **AL training is provided for teaching support staff as follows:**

- Teaching Support staff have regular team meetings during which training can be provided and expertise shared;
- Teaching Support staff are included in whole school training day programmes;
- AL staff are specialists within aspects of AL.

### **Extra-Curricular Learning**

St John's College recognises that education does not just happen in lessons and during the school day. We strive to provide a range of extra-curricular activities which are open to all pupils, promoting and celebrating the contribution of pupils with Additional Learning and disabilities to our community and recognising that the lives of all pupils are enriched by diversity. These opportunities develop individual talents e.g. promoting excellence in music, sport, drama and art.

Subject to risk assessment, we ensure that all our pupils, particularly those with AL are included in the activities available, accepting that sometimes this may mean additional arrangements to allow them to take part in activities.

#### **Where specific access arrangements need to be made, we involve parents/carers by:**

- discussing support and risk control measures with parents/carers;
- taking advice from the place to be visited in terms of their facilities and accessibility.

### **Pupil Voice**

All pupils set their own targets for each subject based on a review of statistical estimates, teacher feedback and their own aspirations. Pupils review their progress on an on-going basis as part of the formative feedback pupil response cycle in lessons. In addition, they can make individual appointments with key members of staff to review their progress towards targets.

Any interventions or support strategies will be explained and discussed with pupils so that they understand their purpose and desired outcomes. Pupils are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the pupil.

At St John's College we consult all pupils through the College Council.

### **Parents/Carers**

Parents/carers are key partners in their children's education. Evidence shows that parental support for their child's education is crucial and children make most progress when their key adults work together. Parents are encouraged to discuss their child's progress with them and are encouraged to submit feedback on reports.

Parents are asked to inform us if there are any adjustments we need to make to help them to support their child.

If a parent/carer has a disability, in addition to the main communication mechanisms, we will endeavour to accommodate the needs of parents on an individual basis. For example, letters in large print, explaining information over the telephone or to an interpreter, or wheel chair access with reserved parking.

We always aim to be open and transparent about what we can deliver. The following are the key features that are in place to support our partnership with parents:

- A diary or home/school book may be used to aid communication between the teacher and the parents of younger children;
- Many members of staff communicate with parents via email and telephone;
- We provide progress information to all parents through regular reports and progress meetings.
- We involve parents/carers in planning adjustments, interventions and support, as appropriate;
- When a pupil has Additional Learning, consultations may occur more frequently;
- The school's specialist teachers also sends out written reports and liaises with parents;
- Parents can make an appointment to meet with a subject teacher, ALNCo, HOY or Form Tutor, as necessary.

The school gives guidance to parents as to how they may best support their child to achieve their potential. This may be in the form of how to contact service 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 mathematics games.

**In addition, we encourage parents to:**

- Inform the school of any changes of circumstances that may impact on their child's day at school;
- Establish regular routines with regard to organisation and the completion of homework;
- Offer praise, rewards and incentives at home for success at school;
- Encourage their child to be as independent as possible;
- Work in partnership with the school.

**Working with External Professionals, Practitioners and Agencies**

At St John's College, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions, whilst minimising duplication and disruption for pupils, families and practitioners.

**In order to do this, we:**

- Listen to parents and pupils about external professional services they use and which they value;
- Invite representatives of agencies working with pupils to relevant meetings and reviews, as appropriate;
- Value the contributions from all parties.

**External Support Services can include:**

- CAMHS (*Child and Adolescent Mental Health Service*);
- Occupational Therapists;
- Education Welfare Officer;
- Physiotherapists;
- Speech and Language Therapists;
- Educational Psychologists;
- Sensory Consortium;
- Children's Social Care Services.

If a parent thinks their child needs support from an external agency, they should contact our ALNCo who will assess and advise as to making a referral. In many instances, a referral needs to be made by a GP e.g. if the child needs to be seen by a speech & language therapist,

occupational therapist or physiotherapist. The ALNCo and other relevant school staff will support these referrals, as required.

### **Supporting EAL Pupils**

St John's College welcomes a significant number of pupils for whom English is an additional language (EAL) and they achieve excellent results within the cycle of school and external examinations, with the vast majority of pupils progressing on to university.

EAL pupils are those who have a home language other than English or Welsh and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Pupils who are bilingual or multilingual are also referred to as EAL pupils.

The development of language skills plays an important part in supporting the School's mission statement. Within the school community many languages exist side by side and pupils are encouraged to compare languages and the cultures that are associated with them. The languages spoken at home by our pupils include Arabic, Punjabi, Bengali, Catalan, Hindi, Shona, Spanish, Malayalam, Urdu, German, Tamil, Telugu, Kannada, Italian, Kurdish, Assyrian Persian, Korean, Mandarin, Cantonese, Russian, French, Farsi, Konkani, Romanian and Sinhalese as well as Welsh and English.

EAL pupils are asked to respect the religious ethos of the school and all pupils are encouraged to attend church and assemblies. The college also recognises that some pupils will have particular religious observances, for example older girls may cover their hair in accordance with uniform regulations. The kitchen offers vegetarian and halal food options and a range of meat or fish dishes each day. Also, parents may request time away from school for religious celebrations.

#### **Admission and Placement for EAL Pupils**

- We follow the school's normal admittance procedures, although interviews may be held via video conferences for overseas applicants;
- The school has a website in China for parents to access;
- EAL pupils complete assessments to determine their level of spelling and reading;
- In response to Estyn's 2013 guidance for education inspectors on equality, human rights and English as an additional language, we try to collect and record the following information: country of origin; date of arrival in UK; pupil's first language; other languages spoken at home/by pupil; pupil's previous levels of achievement in their first language; links with pupils already in school. The information gathered enables the college to direct support of pupils and plan for future developments but parents may ask for this not to be recorded;
- The placement of EAL pupils is carefully considered;

- CAT scores are used to guide teachers: in particular quantitative and spatial awareness scores often indicate the pupil's academic potential as these aspects are less reliant on language proficiency;
- Whilst we do not arrange residential placements, we believe that it is essential that pupils are happy and supported during their stay in Wales. Therefore, pupils are asked about their relationship with the host family and home visits to host families may be undertaken by the member of staff responsible for Safe-Guarding, or members of the SLT;
- We welcome interpreters whom parents wish to attend any Parent Consultations.

### **Objectives for EAL Pupils**

Our aim is for them to become fully competent in the use of curriculum and academic English. It is a long process. EAL pupils require long-term support to acquire key concepts and to understand and consolidate spoken and written language required in mainstream lessons at an advanced level. EAL pupils are not a homogenous group and we recognise that individual needs vary according to a range of factors.

#### **Our Key Aims are to:**

- Provide equal opportunities of educational success so that they can attain their National Curriculum goals and public examination grades appropriate to their abilities and effort;
- Assess and monitor progress in the acquisition of English and general level of achievement and attainment in public examinations and end of Key Stage assessments;
- Encourage participation in the life of the school in a range of social contexts and extra-curricular provisions to support with their development of their English language skills: after school activities, sporting fixtures, school orchestra, drama performances, school visits and residential trips;
- Support with the acquisition of English language skills across the curriculum so that they can successfully use English to understand and produce written texts and contribute to class discussion;
- Produce well planned, mainstream lessons in appropriately organised mainstream classrooms providing the best environment for the acquisition of English.
- Employ a range of teaching and learning activities to meet curriculum demands recognising different learning needs and styles;
- Place in groups with fluent English speakers who will provide them with good language models;
- Provide parents with progress reports and have the opportunity to meet with teachers. There are teachers within the school who speak French, Spanish, German and Chinese who are willing to assist with communication and translation;
- Direct teachers to seek and make use of appropriate advice, guidance, support and training.

When the school's professional judgement deems it necessary, individual or small group support can be provided. Any support offered will be at the discretion of the school and appropriate for the Key Stage.

### **Roles and Responsibilities**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success. The ALNCo, the HODs and the HOYS collectively take responsibility for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

#### **The ALNCo (Ms McCaffrey)**

- Brings the presence and needs of current EAL pupils to the attention of colleagues via the AL register and responds to requests for information about EAL pupils;
- Collaborates with other staff to arrange additional support, as necessary and within the constraints of the school budget;
- Assesses EAL pupils who may have an underlying AL, which can be challenging and difficult to detect;
- Provide strategies to staff in support of inclusive teaching and learning for EAL pupils;
- Collaborate and liaise with the relevant staff to assess any necessary support for new pupils with limited language skills. For example, in consultation with the Headteacher, it may be deemed appropriate that a five year old may join the reception class for their first term before moving into R6 once written and spoken communication skills are sufficiently developed, or may arrange for them to be provided with specific intervention or support;
- Assesses EAL pupils potential eligibility for examination access arrangements, if appropriate and that they qualify within the Joint Council for Qualifications (JCQ) regulations.

#### **The EAL Teachers (Mrs Howell and Dr Jackson)**

- Have undertaken training in the teaching of EAL;
- Work in partnership with mainstream teachers to tailor curriculum content and delivery to the needs of the individual pupil;
- Dr Jackson supports pupils in the sixth form gain International English Language Testing qualifications (IELTs). Pupils may also have lessons in English whilst studying A level Sciences or Mathematics. Some pupils may spend longer than two years to obtain A level grades commensurate with their cognitive levels.

#### **The Head of Sixth Form and the Heads of Year**

- Are responsible for assigning EAL pupils a peer mentor who is willing to help pupils integrate into the existing social groups within the school. They aim to encourage pupils to make friends and participate in age appropriate cultural activities such as chess club

and excursions outside of school, such as attending a rugby match, shopping trips, or going bowling with their peers.

### **The Examinations Officer**

- Will apply for access arrangements for those pupils who meet JCQ requirements. The full regulations are published by JCQ each September. Pupils may be able to use a bilingual translator subject to regulations.
- In some instances pupils may sit a GCSE or A level in their home language, for example Chinese.

### **Safeguarding Lead** (Mrs Jones Assistant Head, Pastoral & DSL)

- Meets with pupils who may be having difficulties with their home placements and liaises with service providers. Some pupils feel homesick as they may not be living with their families, others need help to learn to respect the rules of their host family.

### **All teaching staff**

- Are required to engage with the whole school approach in support of EAL pupils;
- Can access all available information on the pupil in support of providing an appropriately differentiated provision for EAL pupils within their lesson, planning to meet the needs of the individual EAL pupil;
- Track Progress;
- Advise on a pupil's suitability to sit an alternative examination more appropriate to their skill level within a subject;
- Aim to engage with the pupil's home language and culture; trying to relate topics to the pupil's home country, religion, food, music, economics, geography and politics;
- Invite pupils to share their experiences and develop their language skills;
- Use resources and images which reflect the diversity of our school and the global community;
- Include role models from different ethnic backgrounds, cultures and religions;
- Have high expectations, encouraging and promoting EAL pupils to achieve their goals;
- Encourage EAL pupils to purchase a dictionary or device to aid translation and to build up a subject vocabulary book to assist with the subject specific words.

### **AL and Pastoral Care**

The AL team work closely with the Pastoral Team and the school's Well-Being Officer in support of pupils with AL. At St John's College the Form Tutors provide pastoral care to a designated year group. Pastoral work is overseen by a Head of Year and the work of the Heads of Year is overseen by an Assistant Head Pastoral.

### **The main aims of our pastoral work are to:**

- Care for the well-being of all pupils;

- Promote all aspects of a pupil's development;
- Monitor personal development, behaviour, academic progress and attendance;
- Help with personal and learning problems when the need arises;
- Provide guidance in making choices, e.g. for GCSE options, careers, etc.
- Support the delivery of Personal, Social and Health Education and Careers Education Programmes;
- Celebrate pupil achievement and success both in and out of school.

We recognise that pupils with AL and 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 Designated Safeguarding Lead, as appropriate.

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

### **Anti-Bullying**

A central aim of our pastoral work with AL pupils is that they should be, and feel, included in the life of the school and should not experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy, which can be found on the school website. Within St 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.

### **Looked After Children (LAC)**

Where pupils are 'looked after' we have an additional role as we are all corporate parents. It is important not to make assumptions based on a pupil's care status and in order to ensure that we are responding appropriately:

- Mrs E Jones, Assistant Head, Pastoral, oversees LAC in school and provides a point of contact to the pupils, carers and specialist agencies;
- We carefully monitor the progress of LAC (looked after children);
- We ensure close working with the specialist services who support LAC to normalise life experience wherever possible;
- We ensure our LAC, especially those with AL, are fully included in the activities available.

## **Social, Emotional and Mental Health (SEMH)**

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

A pupil may develop Additional Learning at any time, which can sometimes be due to emotional stress at home, or within the school environment. Owing to the differences in the ages of pupils within the school, it is not possible to adopt a single strategy for dealing with disruptive or emotional difficulties; therefore, a bespoke response is developed for each individual, as required. The pastoral team collaborate with the AL team, the teaching and support staff, external professionals and parents/carers to develop provision in support of these pupils.

## **Behaviour and Good Conduct**

Being able to behave well and reflect the school's ethos is an expectation of all pupils, including those with AL. It is important for the progress and well-being of individual pupils and also because poor behaviour impacts on the education and well-being of others. It is also an important life-skill, which pupils need to demonstrate before they go into the world of work.

Mrs E Jones (Assistant Head, Pastoral) and Ms N McCaffrey (ALNCo) are available to advise and support both staff and pupils. Although confidentiality can be considered, **if a pupil is at risk**, the parents or relevant social services will be informed, as deemed necessary.

## **Preparing for Key Stage Transitions**

The pastoral and AL teams play a key role in planning for Key Stage transitions. We are fortunate at St John's that the majority of our pupils join us at the nursery stage and remain with us throughout their school life.

A key aim of our transition processes is to:

- Ensure that pupils develop the skills they need for the next part of their education;
- Prepare them for adulthood.

## **Change of Setting**

If a pupil is joining us from a new setting or transferring to a new setting, the relevant staff will liaise to share all the relevant information needed to support the pupil's smooth transition. With permission from, and in discussion with parents/carers, the school will share records of interventions, reports and assessments carried out.

## **Further Education or Employment**

We prepare pupils for the transition to further education or employment through:

- Pastoral Programme;
- Work experience;
- Access for pupils to an online careers portal;
- Careers interviews pupils from an independent provider;
- Guidance from an independent advisor at key transition times, when necessary;
- Support with applications and visits to college/universities.

## **Preparing Pupils for Adulthood**

Throughout a pupil's career at St John's College, we provide opportunities for them to practise developmental and transferable skills, which will prepare them for life as members of their community and for success in the world of work. Preparing pupils for adulthood involves working towards outcomes which will support independence and choice making.

### **Some of the ways we do this are:**

- Focused work and intervention on organisational skills;
- Small group input or support, as deemed necessary and at the discretion of the school;
- PSE programme covering e.g.: managing money, relationships, internet safety.

## **Arrangements for AL Pupils Taking Assessments and Examinations**

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide with regard to Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the pupil must meet the stringent criteria outlined by the JCQ. St John's College/the Centre employs an assessment process in line with JCQ criteria to assess qualification. The following are some of the concessions available: Additional Time; Scribe; Reader; Laptop; Prompter; Practical Assistance; Supervised Rest Breaks.

## **Accessibility of School Facilities**

This area of the policy was developed through consultation with Teaching Staff, The Governing Body and Parents. We are committed to creating, maintaining and promoting a working environment and community where everyone has equal opportunities, and where diversity is positively valued.

### **Site Overview**

Every effort is made to ensure that all pupils and visitors with a disability can access the school's facilities. 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 pupils and staff to gain access to the upper floors of the old building and we have two disabled toilets and parking spaces. The new building has a lift for disabled pupils to reach the science laboratories. The major function areas, such as the dining hall and main halls, are all on the ground floor. Reasonable adjustment is made where possible, for example, room changes can at times be made to enable a subject to be taught to a specific group on the ground floor, or in a room with better access.

- We value people with disabilities as users of our services and visitors to the School;
- We consider the access to, and use of, any place that visitors and pupils are permitted to enter as well as the needs of employees;
- We are always seeking to provide fair access to, and use of resources for all our pupils. We aim to respond to individual needs and meet them as far as is practical and 'reasonable'.
- We use the 2010 Act to guide 'reasonable adjustment';
- We try to involve pupils in making our decisions, as appropriate;
- Through training, we raise awareness amongst all employees of the diverse needs of our pupils and visitors;
- We review access needs on an ongoing basis, consulting with parents, staff and pupils, as necessary;
- The Director of Estates leads on Health and Safety issues and consults with the necessary professionals, referring issues to the Headteacher and Trustees, when appropriate.

### **Medical Care**

Staff are made aware of what to do in case of medical emergencies. A list of the school's qualified First Aiders is updated annually and displayed in staff areas and all classrooms.

We welcome advice from pupils' health care professionals and visits from other professionals such as a nursing sister supporting a diabetic pupils, occupational and physiotherapists and

educational psychologists. They provide general guidance sessions as well as making recommendations for individual pupils.

Medical 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, or 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.

**Medicines are given in accordance with the school policy:**

This is overseen by Mrs Holland

**Monitoring and Evaluating the Effectiveness of our Provision**

The school evaluates the overall effectiveness of its AL provision by analysing a range of data. We monitor the performance and achievements of all our pupils, particularly those with Additional Learning or disabilities.

The progress of GCSE and A level pupils is discussed at staff meetings and pupils who are not making good or expected progress are placed on alert. Support strategies are drawn up following meetings between parents, the Headmaster, SLT, ALNCo, the Designated Safeguarding Lead and the pupil, as appropriate. Members of staff are advised of any updates to pupil's Additional Learning.

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.

The school's process of Self-Evaluation informs the School Improvement Plan and AL Departmental Development Plan and strategies are developed to ensure the school is able to meet the needs of the pupils in our care.

The AL Departmental Development Plan, which is linked to the School Improvement Plan, is reviewed annually.

## Employees

All members of staff are fully committed to the AL and Disability and Equality Policy in respect of pupils, parents and colleagues. Teaching and support staff have been involved in training activities designed to promote a greater understanding and knowledge of disability and inclusion.

The Trustees and Headmaster do not discriminate against people with disabilities when advertising posts, 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 school respects an individual's right to privacy and does not disclose information to parents without the employee's consent. The school endeavours to make reasonable adjustments such as changing classrooms, covering playground duties or offering part-time employment, should a member of staff become disabled.

### Complaints Procedure - Arrangements for Handling Complaints About AL Provision

Our Complaints Policy is available on the school's website.

Pupils and parents are asked to first make an appointment to discuss the matter with the individual concerned and the ALNCo. 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. If the matter cannot be resolved, then the complaint will be referred to the Headmaster and the Trustees. The Headmaster may deal with any matters that relate to a direct complaint against a member of staff immediately. Mr John Charles Rees KC is Head of the Trustees.

An independent adjudicator can also be appointed to reconcile any differences informally where both parties agree to conciliation. The complaint can also be taken to a formal tribunal. Parents may wish to seek advice from **The Commission for Equality and Human Rights** or **[www.snapcymru.org](http://www.snapcymru.org)**. Part of the commission's role is to help disabled people by providing information about services, supporting the rights of disabled people and solving problems informally.

The school appreciates positive feedback, as it supports us in reviewing and reflecting on our provision. Any compliments received are extended to the relevant members of staff.

*Please Note: Any requests/ objections or complaints concerning data should be made in writing to the school's Data Protection Officer - Miss Nikki Thomas (HR Manager):  
nthomas@stjohnscollegecardiff.com*

### **Compliance**

Every care has been taken to ensure that the relevant key staff have been consulted with regard to this policy and that it complies with the statutory requirement laid out in **The Children and Families Act (2014)** and the **AL and Education Tribunal (Wales) Act 2018**.

It has also been written with reference to St John's College Key Policies, including the following documents:

#### **Statutory Documents**

- Additional Learning AL & Education Tribunal (Wales) Act (2018)
- AL Code for Wales (2021)
- Supporting Pupils at School with Medical Conditions April (2014)
- Keeping Children Safe in Education (2014)
- The Wales Safeguarding Procedures (2018)
- Teacher Standards (2011, updated 2022)
- Equality Act (2010) and the Advice for schools (2013)

#### **St John's College Policy Documents Include**

(see school website)

- Admissions Policy
- Anti-bullying Policy
- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- Disability Access Policy
- Education Trips and Visits Policy
- Health and Safety Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy

## **APPENDIX 1: The Role of the ALNCo**

The ALNCo has a strategic role in coordinating provision for learners with AL and should work closely with the SLT. The ALNCo is involved in the coordination and deployment of Learning Support staff. In line with Section 46 of the AL and Education Tribunal (Wales) Act 2018, the ALNCo is an experienced teacher with expertise in AL.

### **The ALNCo has responsibility for:**

- Overseeing the day-to-day operation of the school's AL policy;
- Promoting inclusion and being aware of current guidelines and support;
- Advising on the graduated approach to providing AL support;
- Line management of AL Support Staff;
- Coordinating provision for AL pupils;
- Professional Development of staff to better meet the needs of learners with AL;
- Providing professional support to staff, expertise and specialist skills in line with a Person Centred Practice in the provision for AL pupils;
- Ensuring that the school keeps the records of all AL pupils up to date;
- Liaising with staff, parents and other agencies (especially the Designated Safeguarding Lead and Heads of Year);
- Liaising closely with the child, staff, parents and other agencies such as educational psychologists, health and social care professionals, and independent or voluntary bodies and ALNCoS in other settings, as required;
- Being a key point of contact for the local authority and its support services, as appropriate;
- Working with professionals to provide a support role to families to ensure that pupils with AL receive appropriate support and high quality teaching;
- Liaising with potential next and/or alternative providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the SLT and Board of Trustees to ensure that the school meets its responsibilities under the Act and the Equality Act 2010.

In order to carry out these duties effectively, the school ensures that the ALNCo has sufficient time and resources to carry out these functions. This includes providing the ALNCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

**APPENDIX 2: Classroom Support Plan**



ST JOHN'S COLLEGE  
Cardiff

**CONFIDENTIAL INFORMATION**  
**Classroom Support Plan**

Name:

Tutor Group:

**Background Information**

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**Exam concessions:**

**Pupil's Strengths**

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**Pupil's Needs relate to the following areas**

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**Pupil Focus / Targets**

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**Parent Focus**

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**Teacher Focus and Supporting Strategies**

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**Supporting documents**