



## ADDITIONAL LEARNING NEEDS POLICY

### 1. Scope and Philosophy

- 1.1 This Policy applies to Elizabeth College, referred to as EC herein. EC comprises Elizabeth College Junior School (ECJS) and Elizabeth College Upper School (Upper School). The former refers to its children as pupils and the latter as students. The term 'student' is used throughout to embrace both ECJS and Upper School children.
- 1.2. EC is committed to meeting the educational needs of all its students.
- 1.3. We accept that all children and young people are of equal value; they have the same basic emotional, social and educational needs regardless of their gender, ethnic origin, ability or disability. We seek to promote inclusion, high standards and equal opportunities throughout the school.
- 1.4. We believe that all children should be offered full access to a broad, balanced and relevant curriculum.
- 1.5. We recognise that a significant number of children may experience an additional learning need during their time at EC and may require further help to access the curriculum, either through internal support or through external services.
- 1.6. We make every effort to make an early identification of difficulties and provide intervention for children with additional needs.

### 2. Aims

- 2.1. To apply a whole school policy to meet each child's individual needs, following the guidelines of *The Additional Learning Needs Code of Practice (Guernsey, 2024)*, which supersedes *The Special Educational Needs Code of Practice (Guernsey, 2004)*.
- 2.2. To ensure that no child is discriminated against in any area of school life, on the basis of his / her ALN or disability.
- 2.3. Early identification and support for any students who have ALN. Reference to external agencies where necessary and appropriate.
- 2.4. To conduct regular reviews of student progress through formative and summative assessment procedures.
- 2.5. To provide pastoral care and support for all students so that they develop confidence in all areas of the curriculum and build a strong sense of self-esteem.
- 2.6. To provide INSET training and support to staff so that student needs will be met in the mainstream classroom.



- 2.7. To communicate with parents effectively, involving home/school partnerships in intervention.
- 2.8. To involve and engage students in decisions about programmes of intervention where appropriate.
- 2.9. To work as a school to ensure continuity of management and support of children and young people with ALN.

### **3. Management of Procedures and Protocols**

- 3.1 EC chooses to apply the Guernsey Additional Learning Needs Code of Practice (2024) to its identification of ALN. Throughout this document, it is referred to as the Code. The Code reflects a continuing commitment to develop an education service that provides equality of opportunity and high achievement for all children and young people. It promotes a consistency of approach in meeting the additional needs of children and young people.
- 3.5 While the Code is a regulatory framework by which schools and services maintained by the Education Department operate with regard to special educational needs, it also provides guidance for any establishment or professional service working with children in Guernsey. Although not obliged to by law, EC accepts the guidelines suggested and follows similar procedures.
- 3.3 The Code defines ALN as follows:  
A child has a learning difficulty if –
  - (a) they have a significantly greater difficulty in learning than the majority of children of their age, or
  - (b) they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools for children of their age, or
  - (c) they are under the age of five years and are, or would be if special educational provision were not made for them, likely to fall within paragraph (a) or (b) above when over that age.

[A child does not have a learning difficulty solely because the language in which they are, or will be, taught is different from a language which has at any time been spoken in their home.]

In addition to the above, EC also recognises that the needs of a child who is exceptionally able and/or talented. Separate policies (More Able and Talented, MA&T) exist regarding provision made for this group of students. It is also recognised that there will be children who are on both the Learning Enrichment and the MA&T registers. In both the Upper and

Junior schools there is close liaison between the Head of Learning Enrichment and the member of staff responsible for the MA&T register.

- 3.5 The Guernsey Education Department provides exemplification criteria for all schools which clarifies the categories of Additional learning Need and advises on identification, assessment and resources. 4 main categories are identified:

Cognition and Learning Needs / LDD

This covers Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific Learning Difficulties including Dyslexia, Dyscalculia and Dyspraxia.

Behaviour, Social and Emotional Difficulties

This includes Emotional Disorders, Conduct Disorders, Hyperkinetic Disorders (including ADD and ADHD) and syndromes such as Tourette's.

Communication and Interaction Needs

This includes Social and Communication needs, Autistic Spectrum Disorders and Asperger Syndrome.

Sensory and Physical Impairment

This includes Hearing Impairment, Visual Impairment, Multi-Sensory Impairment and Physical Disability.

- 3.6 The fundamental principles of the Guernsey Code of Practice are as follows:
- The emphasis is on early identification and effective assessment procedures.
  - Students should have their needs met and should be educated in mainstream schools where possible.
  - A significant number of young people will have additional learning needs at some time during their schooling.
  - A student with additional learning needs should be offered full access to a broad, balanced and relevant education in accordance with school and curriculum policy.
  - Some students will require additional help from external agencies.
  - Parents have an essential role to play in supporting education and their knowledge, views and experience should be valued.
  - Where appropriate, the views of the child or young person should be sought and taken into account.
- 3.7 At EC, we recognise that a student's additional educational needs may become apparent through a variety of ways:
- Admission procedures
  - Teaching and Formative assessment within the classroom.
  - Summative assessment.
  - Parental/Student concern.
  - Assessments by qualified specialist teachers.
  - Specialist assessments by external agencies.



## 4. Stages of Intervention

4.1 EC identifies a staged approach to children with additional needs:

- Pupils at ECJS are screened using Rapid CoPS and at EC using Lucid Exact.
- After referral from a student's teachers or parents, the relevant Head of Learning Enrichment will arrange for an analysis/tracking of the student's needs and provide feedback to the referee.
- Children may then be placed on the Learning Enrichment register by the relevant school Head of Learning Enrichment. In consultation with colleagues, they will place children at the appropriate wave (see 4.2), according to the allocation made in iSAMS.
- Children may move waves (see 4.2) or be removed from the register if making expected progress and strategies are learned and seen to be effective.
- Intervention at any wave can be short term and/or time limited.

4.2 The register identifies three levels of support:

### WAVE 1 – blue star (on iSAMS)

Identification of a potential additional need. No further intervention is required beyond the normal curriculum and High Quality Inclusive Practice in the classroom, although parents will have been alerted and the Learning Enrichment department will be monitoring to assess the need for potential action. Students who have been involved with external agencies in the past and whose difficulties have been resolved may also be at this level. Children may be at this level and have been referred to an external agency for assessment. If an IEP has been created, recommendations are shared with teachers.

### WAVE 2 – grey star (on iSAMS)

This is the first level at which there may be additional or in class support offered to meet a student's needs. Once a student's rate of progress and development has been identified as being of concern by the appropriate Head of Learning Enrichment, despite having appropriate learning experiences, additional support strategies should be provided. These involve:

- Identification of difficulty in accessing the curriculum.
- Collation of evidence.
- Parental consultation and involvement.
- Recognition where there is a need for access arrangements.
- A possible reduction from the core curriculum.

Planned intervention is made to meet the student's needs within the class setting or by referral to either the ECJS or the Upper School Learning Enrichment Department. If required, the development of an individualised programme within the context of an inclusive curriculum may be appropriate.

### WAVE 3 – yellow star (on iSAMS)

At this level the pupil or student is receiving targeted intervention within the respective Learning Enrichment Department.

- In-school lessons are either group lessons or individual lessons depending on individual requirements, timetables and resource availability.
- The Head of Learning Enrichment meets with or corresponds with families to identify and agree the best time slot for group or individual lessons. The student's strengths and preferences will be considered as part of the timetabling of such lessons.
- A start point for timetabling is that Core Subjects are not interrupted for Learning Enrichment lessons.
- The aim will always be to allow a student to reintegrate into a subject at a later date. This may not be possible if longer-term support has resulted in French lessons being missed in Year 7. But another language (ab initio) can still be studied from Year 8.

There will also be:

- More regular contact with the parents as necessary and reports within the usual school reporting cycles.
- IEPs stored centrally and recommendations shared with teachers.

### More Able & Talented

The Junior School and Upper School have Policies which address identification of, provision for and monitoring of more able and talented students.

## **5. Liaison with Outside Agencies**

5.1 Children may be referred to:

- An Educational Psychologist.
- The Paediatric Occupational Therapy Service.
- The Speech and Language Therapy Service.
- CAMHS.
- In pre-school we have consultative access to the Sensory and Physical Enrichment Service (this may include school visits on a regular basis).
- Pysiotherapists
- Any appropriate UK based assessment service approved by the College.

## **6. Staff Responsibilities**

6.1. All teaching and non-teaching staff should be involved in the implementation of this Policy and be aware of procedures for identifying, assessing and making provision for children with ALN.



- 6.2. It is the responsibility of a teacher to be aware of any students in their class with ALN, the specific problems that have been identified and the strategies to implement to help.
- 6.3. At ECJS, there are also Teaching Assistants who provide support in class, either with individuals or small groups, usually at the direction of the class teacher. At the Upper School, there are Learning Enrichment Mentors who support students in and out of class.
- 6.4. Volunteers work with students with ALN when available and when suitably trained.
- 6.5. Teachers and TAs should be aware of access routes to the Inclusion Register.
- 6.6. In addition, teachers have a responsibility to:
- Assist the Head of Learning Enrichment in early identification, assessment, provision and monitoring of a student with ALN.
  - Support any students with ALN by working with Learning Enrichment staff, asking for support and advice where necessary.
- 6.5 The Head of Learning Enrichment will, in addition to their own teaching commitments in the department,
- develop, maintain and operate a clearly defined Inclusion policy.
  - co-ordinate the provision made for individual children with ALN, working closely with students, staff, parents and external agencies.
  - liaise with and advise colleagues with the aim of securing high quality teaching by assisting in the identification, assessment and management of students with additional needs.
  - maintain the Inclusion Register / iSAMS records. These identify children with any form of ALN, their level and the area(s) requiring attention.
  - disseminate additional information regarding ALN as and when required.
  - manage arrangements for specialist teaching in class, to groups or to individuals, in response to needs identified.
  - liaise with the Examinations Officer regarding Special Access arrangements for examinations.

## **7. Record Keeping**

- 7.1 Details of children on the Inclusion Register are readily available from iSAMS. All teaching staff should be aware of how to locate the necessary information and understand the grading system used.
- 7.2 Information is provided to teachers concerning details of special access arrangements for examinations at appropriate points in the year.
- 7.3 Copies of any external agency reports are kept by the Head of Learning Enrichment and are available for staff to read. Where possible, they are attached to iSAMS records and shared directly with teaching staff as necessary.

## **8. Support structure**

- 8.1. EC has its own Learning Enrichment Department operating in each designated phase. The number of staff and any further training required varies depending on the level of support required across the school and is determined on a yearly basis.
- 8.2. At ECJS programmes are devised on an individual basis by LE teachers, working in collaboration with class teachers, parents and children. The aim is to establish needs and respond flexibly including a regular review of progress and adjustment of the programme.
- 8.3. Similarly, at the Upper School, Learning Enrichment is offered mainly on an individual or small group basis through weekly lessons within the department. Support programmes encompass Literacy Support and Curriculum Support.
- 8.4. Formal, recorded reviews are undertaken regularly.
- 8.5. Once a student has made suitable progress, their individual programme may cease. A student should feel secure in their knowledge and learning and all should be confident that he/she has reached a point where individual support will no longer be required on a regular basis.
- 8.6. The school has a strong collegiate approach and there is regular, close contact between Learning Enrichment and all school staff.

## **9. English as an Additional Language**

- 9.1. On occasion, we are joined by students whose first language is not English. Where possible, these children are assessed prior to entry to establish their English capabilities. Extra support may be provided by teachers and TAs, although it should be noted that it is usually recommended that young children may not benefit from too many focused 1:1 intensive lessons. School policy is to allow each individual child to settle before ascertaining the need for any additional input. There is a provision mapping document which provides guidance for developing the language skills of young children with EAL.

## **10. Children with Disabilities**

- 10.1 EC makes any reasonable adjustments required to teach children with disabilities – temporary or otherwise. This has included the relocation of teaching to a ground floor, assistance with stairs, alternative arrangements for games sessions and preferred seating in classrooms. Adjustments are made on a case by case basis.

## **11. Individual Education/Development Plans (IEPs/IDPs)**

- 11.1 At ECJS, Learning Profiles clearly identify defined, strategic responses to children experiencing difficulty within classrooms. Any children working with Learning Enrichment in any format also have an IDP.
- 11.2 At EC, IEPs are used for Wave 3 students who receive individual Learning Enrichment lessons to ensure that targets are addressed across the whole curriculum.



11.3 At EC, students being monitored have a Student Profile on iSAMS which gives details of their difficulties and classroom strategies for the teachers.

11.4 IEPs are reviewed at the end of each term and new targets are written.

## **12. Examination Access Arrangements (at the Upper School):**

12.1 Children should be enabled to demonstrate what they know in tests and examinations. Whenever it is required on the basis of need and supported by assessment, 25% or 50% extra time is permitted in all examinations except those that result in a standardised scoring procedure or where time is not an element of the examination.

12.2 Readers, scribes or other individual services may be available for examinations, following current JCQ guidelines.

## **13. Resources**

13.1 The quality and quantity of resources used within the Learning Enrichment departments is continually reviewed.

13.2 All Learning Enrichment staff play a role in identifying useful resources and the departments have a budget allowance each year.

## **14. Admission**

14.1 If any potential difficulties become apparent during the entrance assessment process, they are identified in the acceptance letter and recommendations made.

14.2 When children who have already had a ALN identified apply for entry to EC, relevant reports are requested at the time of their entrance assessment.