

ADDITIONAL LEARNING NEEDS (ALN)/INCLUSIVE EDUCATION POLICY

CATEGORY	Education
POLICY OWNER	ALN Coordinator
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APPROVED BY	VP Academics
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1. Policy Purpose

UWC Atlantic (the College) is an inclusive College that celebrates and empowers individuality of all employees and students. We are committed to ensuring that every student, regardless of race, creed, age, gender or disability has equal access to all aspects of the curriculum and endeavor to support all individuals with additional learning needs. In line with the IB's [Access and Inclusion Policy \(2018\)](#), we believe that all students should be allowed to demonstrate their ability, whether they are under assessment conditions or learning in the classroom environment.

2. Policy Statement

This policy is a statement of the aims, principles and strategies for identification and management of students with Additional Learning Needs (ALN) at the College. It is intended to provide a consistent framework and to ensure that all students have their needs met, allowing them to be challenged and work towards their full potential, achieving the best UWC experience.

2.1 Aims

- To identify and support students' additional learning needs throughout their experience at UWC Atlantic
- To collaborate with employees, parents and external agencies to ensure that all students with ALN are supported effectively
- To promote inclusive practice that ensures all students, regardless of their ALN, have full access to the IB curriculum and UWC Atlantic experience
- To operate a whole school approach to ALN, following the [Additional Learning Needs Code of Practice Wales \(2021\)](#)
- To continue to develop employee training to support the above

3. Policy Implementation

3.1 Additional Learning Needs (ALN)

Students with ALN are those that require further support accessing the curriculum, primarily those with:

- Special Educational Needs and Disability (SEND)
- Social, Emotional and Mental Health difficulties (SEMH)
- Specific Learning Difficulties (SPLD)

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- Medical needs
- Experience of disrupted learning, i.e. gaps in previous schooling, changes of school and/or experience from differing educational systems.

The IB strives to make all programmes inclusive and in their [rules](#), they state that ‘no students will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic’. (Rules for IB World Schools, Article 5, 2018)

Additional Learning Needs (ALN) is defined in the [Additional Learning Needs Code for Wales \(2021\)](#) as follows:

1. A person has additional learning needs if they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
2. A child of compulsory school age or person over that age has a learning difficulty or disability if they:
 - a. have a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
3. A child under compulsory school age has a learning difficulty or disability if they are, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

3.2 Additional Learning Needs Provision (ALP)

All employees who work with the students at the College share the responsibility of the ALP, in meeting their needs holistically and implementing support plans outlined by the ALNCo, EAL teacher and Wellbeing Centre team.

3.3 Roles and responsibilities

Role of the ALNCo

- Maintain the [IB commitment](#) to an educational philosophy based on international-

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mindedness with regards to inclusion.

- Promoting inclusion across the College and providing expertise on ALN by developing specialist skills and knowledge.
- Managing the ALN budget and organisation of testing and resources for students.
- Providing assistance and support to students in their learning processes to ensure equal access to all areas of the curriculum, including both the academic and the co-curriculum
- Consulting with teachers, parents/guardians and employees regarding the additional learning needs of the students.
- Working with students to assess their difficulties and how to best support them, trialing the latest interventions and software.
- Designing, implementing, evaluating and adjusting Individual Development Plans (IDPs) that illustrate personalised support strategies, interventions and targets.
- Together with other members of the Learning Support Team, offering all students of UWC Atlantic access to learning, social, emotional and behavioural provision if necessary.
- Providing individual study support sessions for students with additional learning needs on a regular basis, including in-class support.
- Providing strategies, resources and training in learning support and ALN related matters for subject teachers and the wider community at UWC Atlantic.
- Coordinating with the Heads of Year and other relevant colleagues to provide support for students with identified learning needs or emergent concerns.
- Acting as the main contact for the IBO's inclusion team, collating and providing the necessary access arrangement documents for the IB examinations.
- Collaborating with multi/external agencies to organise specialist support/assessments for students with identified additional learning needs.
- Working with the VP Academics and Examinations Officer overseeing access arrangements in internal and external exams.
- Producing annual reports for the UWC Atlantic Board's Educational Committee on additional learning support provision.

Role of the Learning Support Team

At UWC Atlantic, we are fortunate to have a support hub for both employees and students, 'The Learning Centre' (TLC).

The TLC hosts a network of professional, specialist support from the Additional Learning

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Needs Coordinator (ALNCo), EAL Teacher and the College Social and Emotional Counsellors. This network forms an integral part of the College's wider Learning Support Team (LST), which also includes:

- Vice-Principal Academics (Chair)
- VP - Student Life
- University Guidance Counsellors
- Designated Safeguarding Person
- Head of Year for IB1 and IB2
- Head of Wellbeing Centre

The College's Admissions Policy, ALN/Inclusive Education Policy and Language Policy are closely linked and the above team coordinates their implementation.

The Learning Support Team meets regularly to collaboratively discuss and map support strategies/interventions for students who have come to our attention. There are many reasons for this, such as educational, social, emotional or behavioural factors. The meetings provide opportunity for holistic support to be delivered across the College and to ensure that the needs of students are being met effectively and efficiently.

Role of Employees

Employees working with the students should liaise with the ALNCo on a regular basis, particularly if they have identified an individual who may benefit from further support or if they have any concerns. Teachers should implement the support strategies outlined in the IDP where possible. This will promote inclusion and equal access to the IB curriculum. The VP - Student Life is responsible for the integration of inclusive practices into the Pastoral/Health and Wellbeing system. Further information can be located in the Student Support and Wellbeing Handbook.

Role of the Principal

The Principal has ultimate responsibility for ALN provision across the College.

3.4 ALN Provision and Support

Identification

Students are identified on admission to the College as a result of parental and National Committee communications and completed admission forms.

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Students currently attending the College can be identified as having ALN as a result of self-referral or a referral made by tutors, subject teachers, parents, Wellbeing Centre, UWC National Committees or sponsors.

Once a referral has been received, the ALNCo will arrange to meet the student and tutor. The ALNCo will meet with the student to complete a 'Background Questionnaire'. This document will collate details on the student's language proficiency, previous education, strengths and difficulties with regards to their learning.

Assessment

If a student is identified as one who requires support from the ALP, the ALNCo will continue their assessment and conduct a range of qualitative and quantitative assessments to further establish their strengths, difficulties and needs. As part of the assessment, they will make contact with parents to request previous academic/medical reports or documentation, alongside their view of their child's educational progress.

If the outcome of the ALNCo's assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with parents. This may involve:

- Educational Psychologist;
- Speech and Language Therapist;
- Occupational Therapist;
- Child and Adolescent Mental Health Service professionals

If underachievement is identified, members of the Learning Support Team will meet with the student to develop an action plan, which is communicated to teachers, tutors, houseparents and parents. Progress will be monitored and reviewed where necessary.

Students who require access arrangements for their examinations are assessed based on their individual needs. To apply, students must have an evidential document detailing the justification for the access arrangements. The [IB Inclusion](#) Team will authorise access arrangements that provide fair conditions for students.

Provision

If ALN were identified, the student would meet with the ALNCo to discuss the process of the Individual Development Plan (IDP). The IDP is a mandatory form outlined in the [Additional Learning Needs Code for Wales \(2021\)](#) which has been introduced to replace all other support plans/EHCP/statements of need. The IDP is a document that outlines the following:

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- the student's strengths and difficulties
- the agreed short term, SMART (Short, Measurable, Achievable, Realistic and Timely) targets set for or by the student
- the teaching / support strategies to be used, how these are to be delivered and by whom
- success criteria and review dates for each target

IDPs are based on a cycle of planning, intervention and review. The ALNCo will undertake observations in the classroom to ensure adequate support is being provided and the student is in acceptance accordingly. All IDPs are formally reviewed at least once a term, where a meeting with the student will take place and each section is reviewed with a thorough evaluation.

Students must provide their consent before the IDP is shared with parents, teachers and wellbeing employees. Teacher and Parental feedback is encouraged to ensure that an accurate, holistic profile is created for the student.

Any changes made to the IDP are confirmed with the student and parent prior to publication.

The IDP form for UWC Atlantic is scheduled to be developed further in order to meet the content requirements outlined in the [Additional Learning Needs Code for Wales \(2021\)](#). This will coincide with the publication of the ALN Code and activation of the new ALN system in Wales.

4. Related Information

4.1 Record Keeping

Assessments, reports and IDPs are kept digitally on iSAMS, the College's database system. Confidential information is stored in a locked cabinet in a secure office, namely the TLC.

4.2 Confidentiality

The confidentiality of students is paramount to the College, therefore consent is obtained from the student and parent before information is shared. This includes the distribution of a student's IDP, assessment data and diagnostic reports

4.3 Related Policies

Admissions Policy

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Language Policy

5. Policy Measurement and Reporting

The ALN/Inclusive Education Policy is reviewed annually by the Educational Committee of the Board, the Vice Principal Academics, the ALNCo and the Learning Support Team, as part of the curriculum review cycle and as part of the whole College development plan. Part of this review process will consider to what extent the policy is being used as an active working document and, more importantly, whether it is effectively impacting teaching and learning and student progress. Changes will take into account legislative updates.

The policy is communicated to the whole school community electronically on **Every** and is available on the UWCA website.