

St Mary and St Michael Catholic Primary School



***“Learning together as we follow in
the footsteps of Christ”***

Additional Learning Needs Policy

Reviewed: April 2025
Update: April 2026

Introduction

This Additional Learning Needs (ALN) Policy reflects St Mary and St Michael Catholic Primary School's commitment to providing a nurturing and inclusive learning environment for all learners, in accordance with the teachings of the Catholic Church. We believe that every child is created in God's image and possesses unique gifts and talents, deserving of dignity, respect, and the opportunity to flourish. This policy is rooted in the Gospel values of love, compassion, and justice, recognising that each learner, regardless of their individual needs, is a valued member of our school community.

We are dedicated to identifying and addressing the diverse learning needs of our learners, ensuring equitable access to a high-quality education that enables them to reach their full potential, spiritually, academically, and socially. This policy outlines our framework for supporting learners with ALN, emphasising collaboration between learners, parents, teachers, support staff, and external agencies. We strive to create a culture of understanding and acceptance, where differences are celebrated, and all learners feel supported and empowered to participate fully in the life of our school, fostering a community that truly reflects the inclusive love of Christ. This policy is guided by the principles of The Additional Learning Needs Code of Practice (Guernsey and Alderney), and the teachings of the Catholic Church, ensuring that our practices are both effective and faithful to our mission.

Intent, Implementation and Impact

Intent

Our Catholic school, guided by the Gospel values of love, compassion, and respect for the dignity of every individual, is committed to providing a fully inclusive education for all children, including those with Additional Learning Needs. We intend to create a nurturing and supportive environment where every child, as a unique creation of God, can flourish spiritually, academically, socially, and emotionally. We aim to identify and address individual needs through a holistic approach, ensuring access to a broad and balanced curriculum, tailored to their abilities and aspirations. We are committed to making reasonable adjustments to remove barriers to learning and participation, enabling every child to reach their full potential, and to experience the joy of learning within a faith-filled community. We will work in partnership with parents, carers, and external agencies to ensure that every learner with ALN is valued, supported, and empowered to live a fulfilling life, in accordance with the teachings of Christ.

Implementation

To realise our intent, we will implement the following strategies:

- **Early Identification and Assessment:** We will employ robust systems for early identification of ALN, utilising a range of assessment tools and observations.
- **Individualised Support:** We will develop and implement Individual Education Plans (IEPs) or My Education Access Plan (MEAPs), in collaboration with parents/carers and the learner, outlining personalised targets and strategies/provisions.
- **Reasonable Adjustments:** We will make reasonable adjustments to the curriculum, learning environment, and teaching methods, including:
 - Adapting the curriculum
 - Agreeing a different way to undertake learning
 - Providing equipment, resources or specialist support

- Making changes to the physical features of the educational setting to improve accessibility.
- **Holistic Support:** We will provide a holistic approach to support, addressing the child's spiritual, emotional, social, and academic needs through:
 - Pastoral care
 - Social skills development programs
 - Emotional well-being support
 - Working alongside outside agencies
- **Staff Training and Development:** We will provide ongoing training and professional development for all staff on ALN best practices, high-quality inclusive practice, and the implementation of reasonable adjustments.
- **Parental Partnership:** We will maintain open and regular communication with parents/carers, involving them in all stages of the ALN process.
- **Resource Allocation:** We will allocate resources effectively to support ALN provision, including staffing, equipment, and access to external expertise.
- **Review and Evaluation:** We will regularly review and evaluate the effectiveness of our ALN policy and practices, making adjustments as needed to ensure continuous improvement.

Impact

The successful implementation of this ALN policy will result in:

- Improved academic outcomes for learners with ALN, demonstrated by progress against their individual learning goals.
- Enhanced social and emotional well-being, leading to increased confidence and self-esteem.
- Greater participation and engagement in all aspects of school life, including extracurricular activities and religious celebrations.
- A more inclusive and supportive school community, where diversity is celebrated and every child feels valued.
- Stronger partnerships between the school, parents/carers, and external agencies.
- Learners with ALN will be better prepared for successful transitions to further education, employment, and independent living.
- Learners with ALN will experience and know the love of God and understand that they are a valued member of the catholic community.
- A reduction in barriers to learning and an increase in equity of opportunity for all learners.
- A demonstrated commitment to the school's Catholic ethos, reflecting the values of compassion, justice, and love.

What are Additional Learning Needs?

Education Law includes requirements about 'special educational needs' (SEN) for children in certain age-groups. Under the Law,

- A child has SEN if they have a learning difficulty which calls for special educational provision to be made for them.
- 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.)

Broad Areas of Support for Additional Learning Needs

Generally, needs that might require support through additional learning provision can be captured under four broad area headings:

- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical
- Cognition and Learning

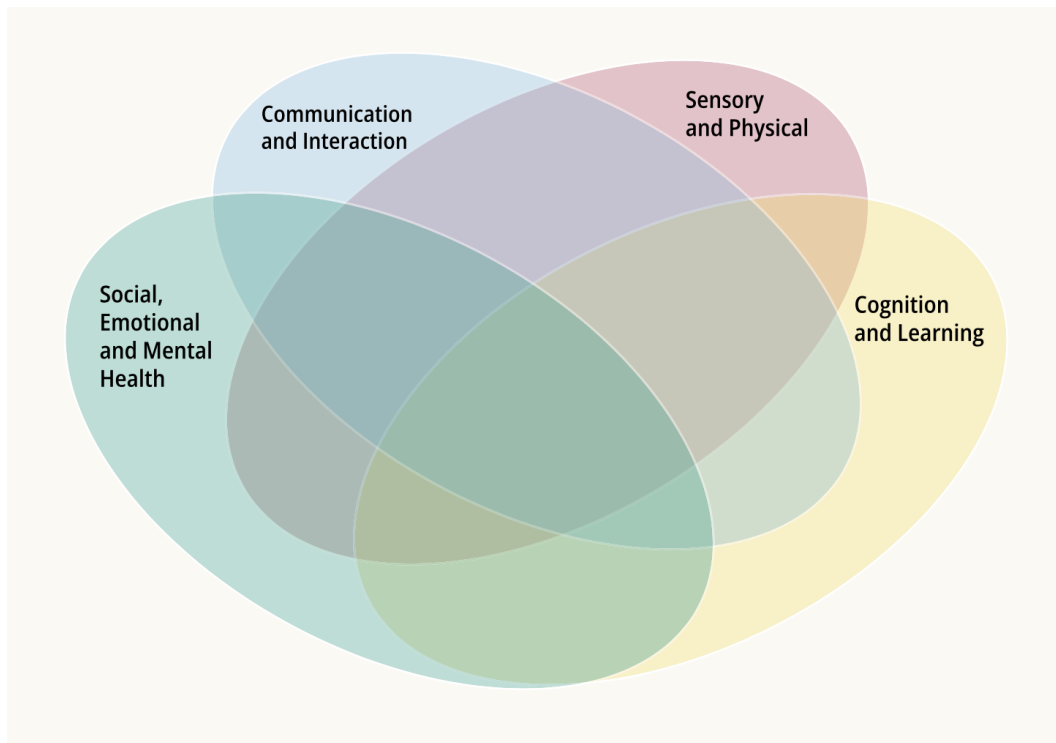


Figure 1 - The Additional Learning Needs Code of Practice (July 2024)

The diagram shows how areas can overlap: learners often have needs that may fall into one or more of these areas. Every learner is different - we identify a learner's type(s) of need to help plan approaches that may work for them, but any support that is put in place carefully considers their specific individual needs and what will help them to be successful in their learning.

Continuum of Support

All learners have access to a broad and balanced curriculum, and which is delivered through high quality inclusive practice. We closely monitor the teaching for all learners to ensure that it is high quality and therefore inclusive. This enables us to ensure that provisions are only put in place when high quality inclusive practice is not meeting the needs of those learners.

We adopt a graduated response (see Figure 3) to learners with ALN, making use of a wide range of strategies that allows for 'to and fro' movement along a continuum of support to reflect needs and progress made.

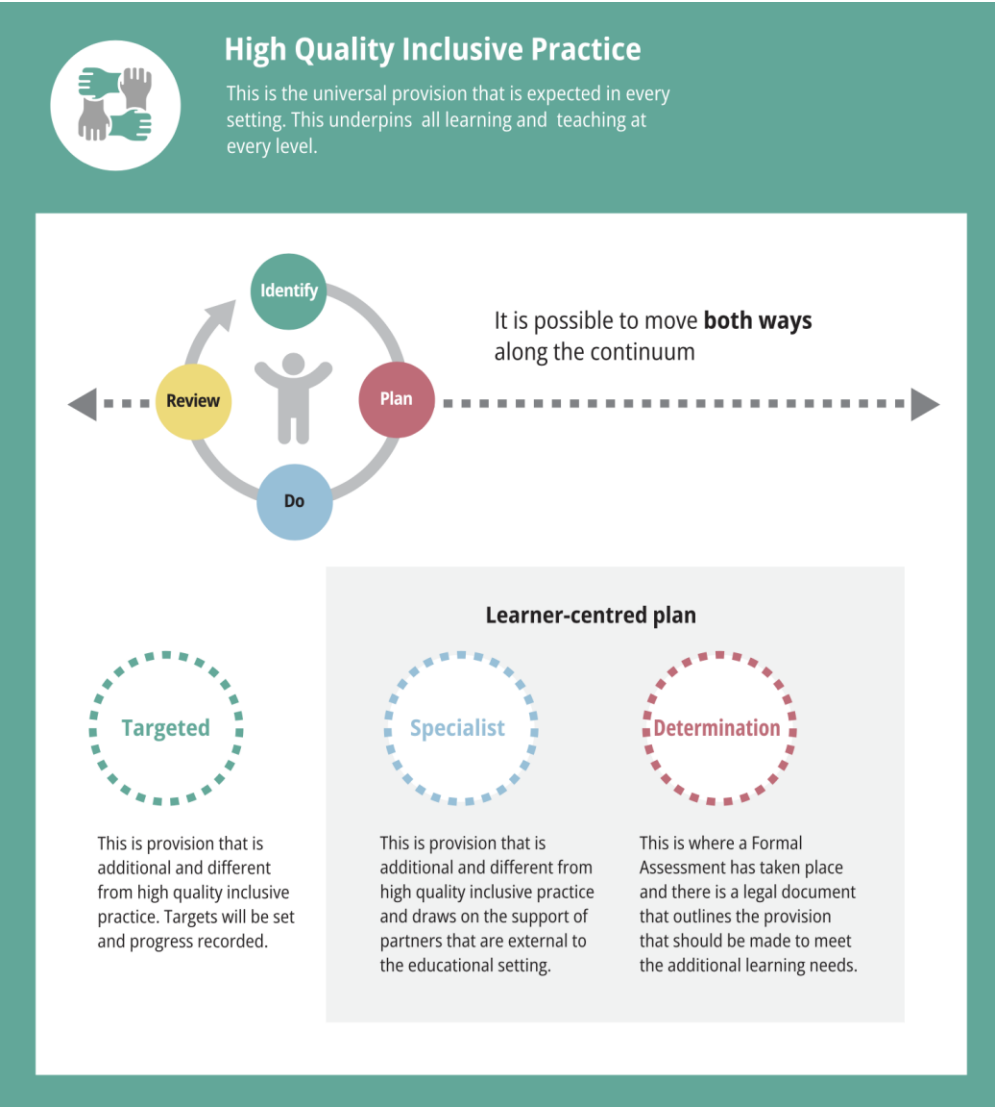


Figure 2 - The Additional Learning Needs Code of Practice (July 2024)

The Continuum of Support shows that wherever a child is in the model, every learner is subject to the continuous cycle of 'identify, plan, do and review' to ensure they make progress towards achieving positive outcomes.

HQIP 	This is the universal provision that all learners experience. High quality inclusive practice, based on established teaching standards, is essential to ensure that all learners achieve the best outcomes. An appropriate education to meet all learners' needs will enable them to be confident individuals who flourish and are able to make a successful transition to adulthood.
	This is the first level of additional learning provision. It may be that a learner requires additional targeted support that is different from and additional to high quality inclusive practice. Targeted support is required when a learner's progress: • is significantly slower than that of their peers starting from the same baseline. • fails to match or better their previous rate of progress. • fails to close the attainment gap between them and their peers (if this would be a reasonable expectation in the circumstances).
	This is the second level of additional learning provision. Specialist support means that the learner requires involvement of services from outside the education setting – e.g. wider Education support services, other States services (such as Health and Social Care) or wider non-States organisations. This entails ongoing involvement or being part of recognised caseload, rather than just initial advice.
	This is the third and final level of additional learning provision. Most learners who have ALN can be effectively supported at targeted or specialist levels. However, in appropriate cases, a 'Determination' may be required to ensure appropriate support. This is a formal document, issued under Education Law. At this level, the learner's ALN will have been carefully profiled during a 'Formal Assessment' process.

A Graduated Response to Early Identification of ALN

Where a learner is identified as having additional learning needs, we take action to remove barriers to learning and put effective additional learning provision in place. Needs are identified, planned for, and provisions are put in place at the earliest opportunity. This ALN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes.

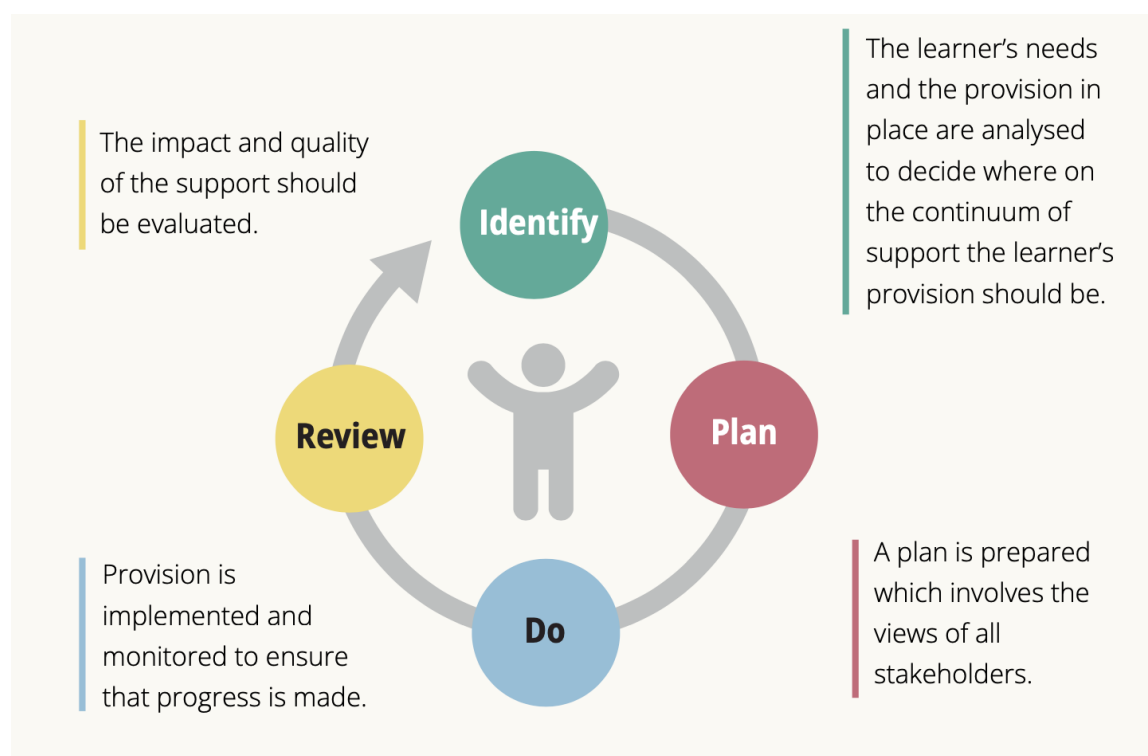


Figure 3 - The Additional Learning Needs Code of Practice (July 2024)

Identify 	We identify a learner as potentially having additional learning needs. This could be from: • Information received when joining our school • Information from within our school • Concerns raised by others (the learners themselves, parents, other services) If a learner has been identified as having ALN, the class teacher and LSA will work with the ALNCo to carry out an analysis of the learners needs.
Plan 	Once a learner is identified as having ALN, parents and carers will be notified. However, parents are usually part of the analysis process mentioned above. Parents will be formally informed and will receive a letter and a copy of their child's IEP.
Do 	The class teacher remains responsible for working with the learner daily. The class teacher will work closely with LSAs and specialist services to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The ALNCo will support the class teacher and LSAs in further assessments of the learner's strengths and areas for development, in problem solving and advising on the effective implementation of support.
Review 	The effectiveness of support is reviewed by the class teacher and the ALNCo within the agreed timeframe. The quality of the support and interventions and their impact on learner's progress is evaluated. This will then feedback into the analysis of the learners needs.

Individual Education Plans (IEPs) or My Education Access Plans (MEAPs)

All learners who are placed on the ALN Register will have an IEP or a MEAP. IEPs and MEAPs are written by the learner's class teacher with input from any other members of staff or outside services involved in supporting your child. The IEP contains individual targets for the learner and details what is expected of them, what is going to be provided to support them to achieve the target and who is going to support them to achieve the target and thrive in school.

The process of preparing the IEP or MEAP is not just about writing a document. It offers opportunities:

- to help educators and parents/carers to develop increased knowledge and understanding of a learner by learning about him or her in other contexts.
- for parents and professionals to develop joint commitments to working to achieve shared and agreed aims and targets on behalf of the child.
- for parents to develop their understanding of the different agencies working with their child.
- for members of the school team to identify and own their responsibilities to the learner.
- for all involved to monitor, review and evaluate the effectiveness of provision for additional educational support needs.

If your child has gone through Formal Assessment and your child has received a determination ([link](#) pg138), your child will have My Education Access Plan (MEAP) which will replace your child's IEP. The MEAP will include everything that in an IEP would include, but will also outline:

- a description of the learner's strengths and ALN from their determination.
- A description of the educational approaches and the additional learning provision that will enable those needs to be met.

All IEPs and MEAPs are reviewed at least termly. IEPs are shared with parents/carers and will include SMART targets (Specific, Measurable, Achievable, Relevant and Time specific).

ALN Reviews and Learner Centred Plans

Learner-centred planning (LCPs) and ALN Reviews are an inclusive approach to ensuring that a learner's needs are accurately identified, and they have the right additional learning support in place to meet those needs. It puts the learner at the heart of the planning for their provision. Learner-centred planning and ALN Reviews are undertaken for learners whose needs sit at specialist and Determination points on the continuum. However, a decision will be made by the ALNCo as to whether an ALN Review or LCP is required.

An ALN Review or CLP will be held in school and is chaired by the ALNCo. Parents/carers and relevant support services will be invited to contribute to the review, either in writing or in person. LCP meetings and ALN Reviews avoids the duplication of meetings and ensures the efficient use of everyone's time. This negates the need for families to repeat information to a range of professionals.

Pupil Communication Passports

Learner Communication Passports are a practical and person-centred way of supporting children, who have additional needs whether they be ALN related or considered vulnerable. These passports are a way of pulling information together and presenting it in an easy-to-follow format for anyone who may work with the identified learner. Pupil Communication Passports aim to:

- Present the learner positively as an individual

- Provide a place for the learner's own views and preferences to be recorded and drawn to the attention of others
- Reflect the learner's unique character, sense of humour etc.
- Describe the learner's most effective means of communication and how others can best communicate with, and support the learner.
- Draw together information from past and present, and from different contexts, to help staff and professionals understand the learner and have successful interactions.
- Place equal value on the views of all who know the person well, as well as the views of the specialist professionals.

Joined up Working

All staff involved in supporting a learner with ALN work closely together, in partnership with learners and parent/carers.

Many needs can be supported within the normal resources of a learner's education setting. However, the nature of some needs may mean that specialist services should be involved to enable a learner to work towards their potential. These additional services are provided by the States. Some services fall under the remit of Committee for Education, Sport and Culture. Others fall under, for example, the Committee for Health and Social Care. There may also be occasions where we work alongside charities too.

Below is a list of services that may be used to support children with Additional Learning Needs. please note that not all these services are specifically for ALN but will work alongside us if they are supporting a child with ALN:

- Communication, Interaction and Autism Service (CIAS)
- The Educational Psychologist Service (EPS)
- Les Voies Outreach Team
- Agency School Engagement Team (ASET)
- English as an Additional Language (EAL)
- Occupational Therapy (OT)
- Speech and Language Therapy (SaLT)
- Physiotherapy
- School Nurse
- Child, Adolescent Mental Health Service (CAMHS)
- Positive Behaviour Support Team (PBS)
- Sensory Support Services for Hearing or Vision
- The Youth Commission
- Reparative Care Team
- Social Services

These services will be involved once a referral has been made. Before any referral is made, the school must obtain parental consent. The ALNCo will make the decision as to whether the involvement of the agency will lead to the learner being listed on the ALN Register.

Roles and Responsibilities

Below is a summary of the roles and responsibilities of professionals working with children with ALN.

Headteacher

The headteacher is responsible for:

- ensuring compliance with legal duties.
- leading on all aspects of high-quality inclusive practice.
- the implementation of and the adherence to this Code.
- recruiting suitably qualified inclusive practitioners and ensuring an ongoing focus on inclusion and support for ALN within normal performance management processes.
- ensuring the ALNCo has an appropriate timetable that enables them to fulfil their duties.
- overseeing the budget to ensure that there are appropriate resources for learners with ALN.
- ensuring that all staff receive continuing professional development.
- challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention.

ALNCo

The ALNCo is responsible for:

- ensuring compliance with legal duties.
- supporting the teaching and learning lead to ensure that high quality inclusive practice is established in each class.
- the operation of the setting's policy including maintaining a record of learners with ALN.
- working in partnership with parents/carers, educators and support services.
- ensuring that learner-centred planning is well-coordinated, and the Formal Assessment process is followed according to this Code.
- challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention.

Educators

The educator is responsible for:

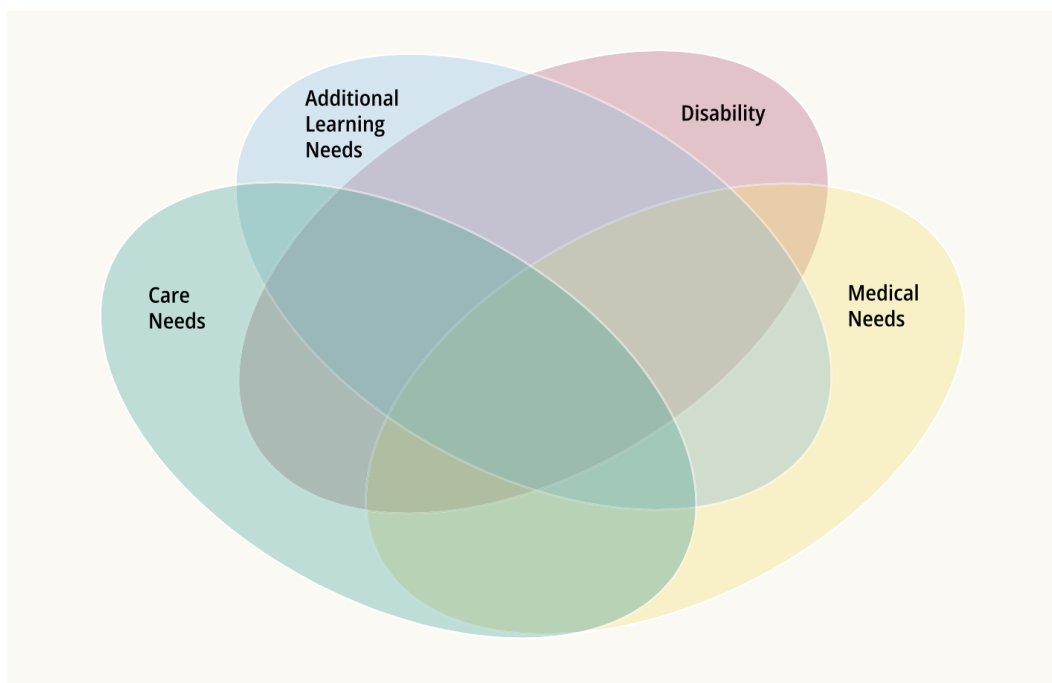
- ensuring compliance with legal duties.
- delivering high quality inclusive teaching to all learners.
- being aware of learners' rights and the importance of identifying and supporting learners with ALN.
- managing the Graduated Approach; working in partnership with parents/carers.
- liaising with the ALNCo and specialists.
- challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention.

Transition for all learners with a focus on ALN and Vulnerable Learners

Transition for a child with ALN or for a child who is considered vulnerable requires additional planning to ensure the transition is smooth and successful. To do this we have a detailed transition package in place to support all learners, but especially ALN learners. All educators supporting children build up a comprehensive picture of a learner and we ensure that this is disseminated to the staff who will be supporting and educating ALN learners. See our Transition Policy for more information.

A Holistic Approach for Needs that go beyond ALN

The Code of Practice, and this Policy is focused on ALN. However, learners might have other needs that go beyond ALN, as shown in the following diagram below. These needs could be around their wider health and development, or family or environmental factors.



The Additional Learning Needs Code of Practice (July 2024)

Where education professionals think other (non-ALN) needs might exist and that the learner could potentially benefit from early support from other services which are not already involved, they should consider, in partnership with parents/carers, if an Early Help Assessment would be relevant.

Non-Additional Learning Needs should be supported through systems and processes relevant to those other need(s).

Children in Care

Children in care are significantly more likely to have ALN than other learners. Some ALN may only be identified after they come into care. Children who have come into care will also have experienced other disadvantage and challenges, so there may be a range of surrounding care and health needs.