

Additional Learning Needs Policy



The
**British
School
of Málaga**

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1. Statement of Aims

This policy aims to describe how the British School of Málaga, will endeavour to ensure that the provision required in support of students with Additional Learning Needs (ALNs) is available to them, to secure the best possible outcomes for all students in school.

Our Objectives are to:

- Provide an environment where barriers to learning and participation are minimised.
- Promote success, confidence, and esteem with students with ALNs.
- Ensure that all students have access to a broad and balanced curriculum and are able to reach their full potential as people and lifelong learners.
- Provide an integrated system to support children with ALN that places the child and their family at its core.
- Work collaboratively with staff to ensure a cohesive approach.
- Ensure we meet the needs of all children- this can sometimes include non admission, or withdrawal, of pupils whose needs are too significant to be met within a mainstream international setting such as ours.
- Signpost families to appropriate external support or for diagnosis (for example Psychologists, Speech Therapists, occupational therapists, Play Therapists, and charitable support groups)

2. Definition of Additional Learning Needs

Children have ALNs if they have a learning need that calls for special educational provision to be made for them; where a disability that prevents or hinders the use of educational facilities of a kind generally provided for all children of the same age.

Children have an additional learning need if they:

- Have significantly more difficulty in learning than the majority of children the same age. This can include:
 - A specific learning disability, such as (but not limited to) dyslexia, dyscalculia.
 - An emotional, social, mental health or behavioural barrier/s to learning.
 - English as an Additional Language (EAL) where the student's level of proficiency is a barrier to learning.
 - A cognitive level which impacts on the students ability to learn at a pace similar to age related expectations, and/or retain information in their working or long term memory.
 - A disability such as (but not limited to), an Autistic Spectrum Disorder (ASD), Global Developmental delay (GDD), Attention Deficit and Hyperactivity Disorder (ADHD & ADD).
 - A physical disability which may impact learning in some way.
 - A sensory disability such as hearing impairment, vision impairment.

3. Identification of ALN

Children may already have been identified as having an ALN by previous schools when they begin at The British School of Málaga (BSM). Parents or teachers may raise concerns. Assessment data may tell us that a child is not making the progress we would like, or that despite good progress, a child is significantly behind their peers or not meeting age related expectations in one or more areas of their learning or development.

School leaders and the ALN Department will always meet with parents if we feel a child has ALNs. School staff are not able to make a diagnosis. However, we will express a professional opinion, with evidence, and signpost families to obtain a diagnosis. We can implement supportive strategies aligned with a presumed ALN while we await professional diagnosis and reports.

4. Supporting students with ALN

We have a clear system in place to support children with ALN in school and these are detailed in the ALN Wave Document here.

5. ALN Wave Document

At the BSM we identify different levels of ALNs and intervention as follows.

WAVE 1
Students identified as falling within the Wave 1 band are those students who have been identified as having an ALN. However, are being well catered for through differentiation in the classroom and/or specific strategies for behaviour. These students appear on the ALN register.
WAVE 2
Students who display more significant barriers to learning will be considered as falling within Wave 2. They may receive specific ALN support in the form of pull-out sessions and/or Booster Group support. The type and frequency of support will depend on the needs of the individual student and the capacity of the ALN Department. Through assessment, teacher discussion and liaison with families, an individual programme will be agreed. Strategies for support may be delivered by Learning Assistants. The ALN department works closely with class teachers to develop and implement class based strategies to support ALN pupils.
WAVE 3
The students who are considered to fall within the Wave 3 band are those students who have more profound barriers to learning. This may include a specific learning

difficulty such as dyslexia; or a specific disability such as Autism Spectrum Disorder. Individual support will depend on the needs of the individual student and the capacity of the ALN department. Many students who fall within the Wave 3 band, in the primary school, may receive pull-out intervention sessions to address very specific gaps in their learning. They may also receive Booster Group sessions to support in class work. Within the senior school, students may be supported in class or have some pull-out support sessions where this is possible. Strategies for support may be delivered by Learning Assistants. The ALN department works closely with class teachers to develop and implement class based strategies to support ALN pupils.

6. ALN Provision

In supporting children with ALN, we have a range of strategies and interventions available in school. This always starts with quality first teaching, including differentiated and personalised provision by the classroom teacher. We would look to implement an intervention plan, this is where specific interventions are being utilised by the ALN Team in support of students with ALNs. Interventions (when a pupil is withdrawn from their normal class) are always, where possible, to be run in small groups so as to reduce the stress and stigma on individuals and to promote peer to peer support and a lively engaging learning environment. All interventions are monitored closely for impact on pupil progress. Teachers are expected to work with the ALN Team in terms of subject specific planning, teaching and assessment.

In Class Support:

- Prearranged classroom observations, discussions with the teacher regarding possible strategies and next steps.
- Supporting a group of ALN students, floating between them as required.
- This support can be provided by Learning Assistants.

Out of Class Support:

- Student specific individualised programmes which address learning gaps.
- Booster Groups support for class specific learning objectives. Individual students' targets may also be addressed within these groups.
- Out of class support tends to focus on literacy and/or Maths skills. However, in the secondary department this may also include other subject support.

7. Record Keeping

Student information regarding ALNs is kept on the ALN register. Teachers can access the register via the shared drive on Google : 'ALN'. There is an ALN website within the BSM Hub (staff portal) This website is split into Primary and Secondary and contains ALN Pupil Profiles. This is updated regularly and is the responsibility of the Head of ALN. More in-depth information, such as tests, meeting notes etc, on any student on the ALN register is kept in a locked filing cabinet in the ALN office.

8. Making a Referral

When teachers need to make a referral to the ALN Department they are required to complete the ALN referral form. This is kept on the Hub and can be accessed easily and directly. The form must be filled in with as much detail as possible. This is shared with the Head of ALN who will arrange to discuss the student with the teachers, possibly observe in class and arrange for discussions with parents.

9. Teacher Expectations

When planning lessons teachers are expected to do the following:

- Access ALN information from the ALN website.
- Ensure Success Criteria has next steps built in and that all ALN learners can access resources that are differentiated for their needs.
- Work in collaboration with the ALN department; seeking advice and being willing to use suggested strategies in a diligent and comprehensive way. Support ALN staff to review progress by providing feedback and relevant information.
- Support parents and families to understand their child's needs, how the school is developing their child's skills and knowledge, and how learning can be supported outside of school.
- Work with the ALN department to ensure that those students who need it receive small group and individual support both in-class and out-of-class. Scheduling time is agreed between both the class teacher and ALN department.
- Class teachers must remember that an ALN is a barrier to all learning- as such, the needs of the pupil relating to their ALN must take priority in their school experience.

Appendix 1

ALNs Referral form



Additional Learning Needs Student Referral Form

Name of Student	
Date of Referral emailed to Head of ALN	
Year & Form	
Member of Staff/Subject	
Has the student been discussed with HOD/HOF?	

1. Please identify which area(s) are a concern:

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health difficulties*
- *Sensory and/or physical difficulties*

2. Briefly explain what difficulties the student is experiencing

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- 3. Describe the differentiation and any other strategies that have been used within the classroom and or whole school environment.**

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- 4. Please detail any other factors which may be relevant e.g. length of time difficulties demonstrated, outside influences, conversations with the student/parents/colleagues.**

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