

Catch22 Independent School Policy

ALN policy

Include Wales :

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher, Andrew Preedy
Queries to:	Headteacher, Andrew Preedy
Date created:	October 2022
Date of last review:	September 2025
Date of next review:	September 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff and managers

Classification : Official

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Catch22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments <ul style="list-style-type: none"> Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development 	X
Relationships beat structures <ul style="list-style-type: none"> Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	X

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • Understand pupils’ unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils’ voices heard and harness participation to benefit pupils and help our schools to improve. 	<p>X</p> <p>X</p> <p>X</p>
<p>Unleash Greatness</p> <ul style="list-style-type: none"> • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment 	<p>X</p> <p>X</p>
<p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. 	<p>X</p> <p>X</p> <p>X</p>
<p>Incubate, accelerate, amplify</p> <p>Embrace the values of ‘Rights Respecting Schools’; helping pupils thrive as individuals both as members of their school and the wider community.</p>	<p>X</p>

1. What is the policy about?

This policy sets out the way Include Wales meets the requirements of the Additional Learning Needs Code for Wales 2021. It also details the roles and responsibilities of staff in implementing this legislation.

2. Who does this policy apply to?

The Curriculum Policy is for all Catch22 Education Staff, Commissioners, Parents/Carers, young people and Inspectors.

3. Policy requirements

Additional Learning Needs (ALN) is defined in legislation as someone who

- *has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.*
- *has a significantly greater difficulty in learning than the majority of others of the same age, or has 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*

A person does not have ALN solely because the language or form of language in which they will be taught is different from the language used at home.

Include Wales is an Additional Learning Provision (ALP) which means it is an educational provision that is different from that made generally for others of the same age. Our pupils have a range of additional needs, covering all four broad categories

- Communication and interaction;
- Cognition and learning;
- Behaviour, emotional and social development;
- Sensory and/ or physical.

Pupils are assessed as requiring an ALP before being referred to us.

Include Wales has a pupil centred, trauma informed approach and will

- Ensure that all pupils have access to a broad and balanced curriculum;
- Ensure staff are clear on the individual needs of a pupil and approaches to support them;
- Ensure staff are meeting the needs of all pupils in planning and delivery through training and monitoring processes;

- Provide a differentiated curriculum appropriate to the pupil's needs and ability;
- Ensure all pupils can take part in a wide range of educational activities;
- Ensure needs identified on their IDP are met, and are regularly reviewed;
- Ensure clear communication with the pupil, parent, referring or transition school, external agencies and the Local Authority;
- Ensure the pupil's voice is heard and involve them in discussions around their ALN and provisions put in place.
- Support pupils with transitions to their new schools, having regard for their ALN to ensure successful transitions

Include Wales has adopted a pupil centred approach to its curriculum delivery, and within that follows the UNCRC and has the intention of achieving Rights Respecting Schools status. Pupils understand their rights, and the rights of others and are enabled to have their voices heard on things that affect them in a variety of ways. This includes discussions around their education, needs, support and transition as well as their view on local, national and global issues.

Roles and Responsibilities

ALNCo

The Additional Learning Needs Co-ordinator (ALNCo) in Include Wales is Andrew Preedy, Headteacher Andrew.preedy@catch-22.org.uk . The ALNCo is responsible for

- Ensuring baseline and progress data is collected and used effectively
- Ensuring all pupils have an IDP
- Liaising with specialist providers and external agencies where necessary
- Advising staff of approaches, strategies and differentiation techniques to support ALN pupils
- Ensuring appropriate resources are available for pupils
- Monitoring planning and teaching to ensure the needs of pupils are being met
- Ensuring pupil progress (including IDP) is monitored regularly by teachers
- Ensuring IDP is regularly reviewed

Teaching staff are responsible for

- Planning lessons which are differentiated to meet the needs of learners
- Setting challenging but achievable targets for all students
- Monitoring progression of pupils including reviewing their IDP
- Engage in training to ensure up to date knowledge and understanding on meeting ALN
- Deploy support staff effectively to meet the needs of pupils
- Communicate with pupils, parents and SLT around pupil progression, achievement and changing needs where appropriate
- Contribute to Annual Reviews

Policy monitoring

This policy will be reviewed by the Headteacher and ALNCo every year.

It will be updated if any changes to the information are made during the year

4. Definitions

ALN- Additional Learning Needs

ALNCo- Additional Learning Needs Co-ordinator

ALP- Additional Learning Provision

IDP- Individual Development Plan

5. Related policies

Curriculum Policy

Accessibility Policy

Medical needs Policy

Personal care Policy

Equality and Diversity Policy

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Curriculum Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	21 October 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a

particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or

transitioning from one gender to another (at any stage)				rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.

<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.</p>
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3. More information/notes