



Additional Learning Needs Policy

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Contents:	Page no:
Important contacts	3
Our school, culture, ethos and values	4
1. Introduction	5
2. Legislation and guidance	5
3. Aims and objectives	5
4. Definitions	6
5. Identifying additional learning needs and/or disabilities	6
6. A graduated approach to supporting pupil's needs	7
7. Supporting families, parents and carers	9
8. Roles and responsibilities	10
9. Training and resources	11
10. Evaluating the effectiveness of additional learning needs	12
11. Accessibility	12
12. Complaints about ALN's provision	13
13. Bullying	13
14. Monitoring arrangements	13
15. Links to other policies	14



Linton School

Additional Learning Needs Policy

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Rebekah Dennett	Rebekah.dennett@rocnorthwest.co.uk 01772 957062 07776 528079
Deputy DSL	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy DSL	Paul Barton	Paul.barton@lintonschool.co.uk 01772 957062
SENCo	Andy Cavill	Andy.cavill@lintonschool.co.uk 01772 957062
Regional Lead	Declan Tuer	Declan.tuer@caretech-uk.com 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Introduction

Linton School is an independent special school offering education for young people aged 8-18 years old, with Social, Emotional and Mental Health (SEMH) difficulties.

The Head Teacher has the overall responsibility for leading and managing the provision for all the pupils in the school.

Since all our pupils have an Educational Health Care Plan (EHCP), this policy has taken account of all our school policies and so needs to be read alongside all these. For example, the safeguarding policy contains key details of how we will put in place key measures to safeguard all our pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Aims and objectives

The school will offer an outstanding education to school aged children with Social, Emotional and Mental Health (SEMH) difficulties working in partnership with other services and drawing upon the expertise, aspirations and infrastructure of Linton School. In order to achieve this aim, the school will offer pupils a personalised learning programme addressing and removing barriers to individual progression.

The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of pupils' abilities and their additional needs. All pupils will be valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion. We will provide a broad and balanced curriculum for all pupils building on pupils' strengths and needs which will be broad and diverse. Strategies will be employed to take account of each individual pupils' style and pace of learning. All pupils will participate effectively in learning and assessment activities by the removal of barriers to learning.

The objectives of our provision for our pupils, all of whom have Additional Learning Needs (ALN) are:

- to ensure that all pupils, receive appropriate educational provision, therapeutic input and pastoral support to achieve outstanding outcomes and make outstanding progress
- to provide for the learning, physical, social and care needs of all pupils in a supportive environment
- to encourage pupils to develop independence and seek to avoid an over-reliance on adults to ensure that they have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs and allows them to have access to the same opportunities as all
- to ensure that reasonable adjustments are made to curriculum delivery, equipment and premises to make them generally more accessible to disabled pupils
- to ensure ongoing, effective monitoring and assessment procedures are implemented, in conjunction with other agencies and organisations where appropriate
- to ensure that resources available to the school are allocated and used efficiently, effectively, and equitably (including teaching and support staff, within and outside the school)
- to work actively in partnership with school staff, children, parents/carers and other agencies.

4. Definitions

A pupil has Additional Learning Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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 (c. 15) which prevents or hinders him or her 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.

Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Identifying additional learning needs and/or disabilities

All pupils attending the school will have an Education Health and Care Plan (EHCP). Therefore, their Additional Learning Needs will already have been identified before they enter our school.

The process of putting in place the EHCP will have taken account of the needs of the whole child which will include not just the Additional Learning Needs of the child. This process will have taken full account of such issues as: the child's attendance and punctuality, health and welfare; whether he/she has English as an additional language (EAL); whether she/he is in receipt of the pupil premium; whether she/he is a Looked After Child (LAC); and whether he/she has challenging behaviours. However, where relevant, these issues in themselves will not have constituted an additional learning need or a disability. The school recognises that ALN can be broadly classified into the following four areas:

- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Communication and Interaction

6. A graduated approach to supporting pupils needs

As a special school, all pupils are admitted with an EHCP having undergone a full assessment based on the Code of Practice assessment process. This initial assessment will then be built on in order to identify and meet any further ALN's which pupils may have and not as yet been identified. All pupils at the school will therefore be subject to our assessment, planning, recording, and reporting procedures. We believe that the main purpose of assessment is to improve pupils' attainment by gaining and recording accurate information on the development, achievement and progress of our pupils. Assessment is a continuous process throughout the pupils' school life and is used to inform the planning of learning objectives. We also aim to involve pupils fully in reflection, review and target setting.

Upon entry to the school, initial learning targets are planned by teaching staff. These will be derived from the pupil's EHCP and may also be based on any previous school's Individual Education Plan (IEP). Each new pupil will have a written IEP based on the main education and development objectives set out in the EHCP and copies will be sent to parents/carers termly. The IEP is then evaluated and amended as part of the annual review procedure. The staff use the IEP to plan learning objectives on a termly basis. Parents/carers are encouraged to take an active role in the annual review process and the overall planning and reviews of IEPs.

Therefore, we will implement a graduated approach to meeting the needs of all our pupils with ALN. This will be an integral aspect of the high-quality teaching which will be commonplace throughout the school, differentiated for individual pupils. We will not take the view that additional intervention and support can compensate for a lack of outstanding teaching.

As noted above, such an approach will commence with a consideration of the details as set out in the pupil's EHCP. This overall approach will take the form of a four-part cycle: Assess, Plan, Do, and Review through which earlier decisions and actions are revisited, refined and

revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing at least good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' ALN. Such an approach will be inherent in all that we do and is emblematic of the work of all professionals in special schools.

Assess

The class teacher and other professional such as Teaching Assistants, School Nurse, Occupational Therapists and SALT will engage in ongoing analyses of the pupils' needs. The assessment will also draw on other teachers' assessments, where relevant, the pupil's development in comparison to their peers and relevant national data, the views and experience of parents/carers, and the pupils' own views, where appropriate. We will take seriously any concerns raised by a parent/carer. These will be compared with our own evidence. The assessment process will make full use of observation, and appropriate psychometric tests, and discussion with the parents/carers. Given the nature of the pupils' needs, there will be ongoing liaison with professionals such as those from Health and Social Services, Occupational Therapists, and various therapists.

Plan

The class teacher and other professionals will agree in consultation with the parents/carers and the pupil (where appropriate) the teaching programme to be put in place, as well as the expected impact on progress, development, and behaviour, along with clear dates for various reviews. All teachers and other professionals who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. These will also be recorded in our pupil's files and on Behaviour Watch. We will always encourage all parents/carers to become involved so that they can reinforce or contribute to progress at home.

Do

The class teacher will have overall responsibility for working with the pupils on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will retain responsibility for the pupil. She/he will liaise closely with all the professionals involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All pupils, regardless of their specific needs, will benefit from individually designed programmes which will include the setting of SMART (Specific, Measurable, Achievable, Relevant and Timed) targets and regular reviews of progress leading to the revision of earlier targets.

Review

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed in line with the dates agreed when the programme was planned. The views

of the pupil and parents/carers will be taken account of. The outcomes of this review will feed back into the analysis of the pupil's needs. The class teacher, working with other professionals, will revise the details of support in light of the pupil's progress, deciding on any changes to the support and desired outcomes in consultation with the parents/carers and pupil (where appropriate).

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, those who have a Social Worker and children who are or have previously been looked-after. This will include reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils with particular ALN's. In order to do this, we will use a variety of techniques. Lesson observations by senior leaders can provide a 'snapshot' of teaching skills and used to assess, for example, embedded practices, assessment for learning practices, a teacher's ability to engage pupils and differentiate tasks, teacher-pupil relationships and behaviour management approaches. We will carry out these formal observations termly with prompt feedback and opportunities for discussion.

As well as lesson observations, we will use learning walks, planning and book scrutiny's, pupil progress meetings, professional development and performance management to monitor, assess and develop teaching skills and so help our staff to become outstanding professionals.

7. Supporting families, parents and carers

All parents/carers of pupils with ALN's at our school are also our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement as set out in the SEND Code of Practice
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about provision for their child.

To ensure that key communications with parents/carers are consistently effective, all staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand the relevant procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed in good time before meetings; in particular, written reports will be sent to parents/carers and the Local Authority at the end of each term. The Annual Review is an opportunity for all of the people involved in working with a child to come together with the parents/carers, and the child, to discuss progress, plans for the

following year and to raise any concerns. The annual review meeting is a person-centred process.

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We will also ensure that all parents/carers and pupils have a full knowledge and understanding of the information which is provided by Local Authorities about services available for children and young people aged 0-25 who have ALN's i.e. the 'Local Offer'. This will include details of those agencies which provide specific support and guidance to parents/carers of children and young people with ALN's. We will also welcome the opportunity to be included in this 'Local Offer'.

We will make readily available to all interested individuals and groups, especially parents/carers, the SEN Report including on the school's website at www.lintonschool.lancs.sch.uk

Similarly, we will make readily available our 'Admissions Policy' which sets out the admissions arrangements to our school, including on the school's website at www.lintonschool.lancs.sch.uk. This statement makes clear that for a pupil to be admitted to our school, the school must be named by a Local Authority (LA) in the pupil's EHCP. Parents/carers wishing their children to attend the school can ask their LA to name the school in their child's EHCP.

Parents/carers and pupils have a right of appeal to the First Tier Tribunal (Special Needs and Disability) against a decision of an LA not to make an EHCP and about the content of an EHCP, including the school or other setting named in the EHCP or the type of school or setting.

8. Roles and responsibilities

The SENCo

The SENCo will:

- Work with the Senior Leadership Team (SLT) and ALN Regional Lead to determine the strategic development of the ALN policy and provision in the school
- Have day-to-day responsibility for the operation of this ALN policy and the co-ordination of specific provision made to support individual pupils with ALN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with ALN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing ALN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the SLT and Regional Lead to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with SLT to develop comprehensive risk assessments and behavior management strategies.

The ALN Governor – Regional Lead

The SEN Regional Lead will:

- Help to raise awareness of ALN's issues at governing board meetings
- Monitor the quality and effectiveness of ALN's and disability provision within the school and update the governing board on this
- Work with the SLT and SENCo to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The Head Teacher will:

- Work with the SENCo to determine the strategic development of the ALN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with ALN's and/or a disability

Class teachers and staff supporting learning

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision ensuring they follow this ALN's policy.

9. Training and resources

A funded programme of ongoing Continuing Professional Development (CPD) is in place to ensure that all our staff are fully able to respond to and meet the needs of each pupil. This programme will reflect the priorities as set out in the School Development Plan and

associated school self-evaluation. Therefore, the priorities in the CPD programme will arise directly from those in the School Development Plan.

The staff appraisal process will also identify CPD priorities for individual staff.

The school has the following principles when allocating resources to our pupils with ALN's:

- resources are allocated according to the pupil's assessed needs, including positive discrimination to meet particular needs of pupils such as enhanced staffing and more resources.
- the school allocates a higher proportion of its budget to staffing than a mainstream school.
- each class has designated staff and the school has a commitment to training for all its staff.

The Regional Lead and Head Teacher ensure that funds are allocated appropriately through budget meetings with the finance team. Day to day management of the school budget is delegated to the Head Teacher. He works within the financial procedures laid down by the school.

The main purpose of the Resources Committee is to assist the decision making of the Local Governing Body by enabling more detailed consideration to be given to the best means of fulfilling the Local Governing Body's responsibility to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity. There is a School Development Plan that is reviewed annually will indicate priorities for the school. These priorities will also influence the allocation of resources.

10. Evaluating the effectiveness of Additional Learning Needs

We evaluate the effectiveness of provision for pupils with ALN's by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans
- Regular assessments – end of each half term.

11. Accessibility

We will comply fully with the requirements of the Disability Discrimination Act (DDA) 1995 so that all our pupils with SEND admitted to the school will have full access to the curriculum. This will include all enrichment activities, such as leisure and cultural activities, and school visits.

The Proprietor or Proprietor Representative will meet all duties placed on them, for example, in terms of developing, revising and implementing an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010. The will include consideration of how the school's physical environment and facilities can be improved further to ensure full accessibility by all pupils to the school's curriculum. The physical environment will be important in setting the climate for learning. The school will have facilities to promote a sense of wellbeing and will provide a therapeutic environment as well as state of the art technologies in the classrooms such as touch screens and iPads. Outside there is safe, enclosed, spaces for play.

12. Complaints about ALN's provision

Complaints about ALN's provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The school has a complaints policy is located on the school's website at www.lintonschool.lancs.sch.uk

13. Bullying

We recognise that, statistically, pupils with ALN's are more vulnerable to bullying in the real and virtual world and less able to keep themselves safe or be aware of the bullying behaviours of others.

The school has an anti-bullying policy which states explicitly that bullying is wrong and that it damages pupils. The policy sets out details of what we will do to prevent bullying, especially by developing a school ethos in which bullying is regarded as unacceptable.

We therefore aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Where bullying occurs, there will be a consistent school response to deal with this.

The school's anti-bullying policy can be found on the school website www.lintonschool.lancs.sch.uk

14. Monitoring arrangements

This policy will be reviewed on an annual basis by the Head Teacher and Regional Lead.

It will be due for review in **July 2025**.

15. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Safeguarding and Child Protection policy
- Accessibility plan
- Behaviour policy
- Complaint policy
- Curriculum policy
- Admissions policy
- Attendance policy
- Anti-bullying policy