



## Happy Learning Partnership

### ALN and Inclusion Policy

**Successful Learners Confident Individuals Responsible Citizens Effective Contributors**

***Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential***

#### UNCRC Article:-

2. Rights apply to every child without discrimination
3. The best interests of the child must be a top priority in all decisions and actions that affect children.
  12. Every child has the right to a voice
23. Every child with a disability has the right to special education and care so they can live a full life
  28. Every child has the right to an education
29. Education should develop children's personalities, talents and abilities.

#### Our School Vision

La Houquette Primary School aims to be a school where staff, parents and the community work in partnership to inspire and empower their children to explore, learn and understand the value of hard work and effort in order to challenge themselves to be the best they can be. They focus on exciting, creative teaching and learning and strive to develop happy, motivated children who show consideration, are inclusive, respect and understand others and their environment. A vigilant culture of safeguarding permeates through the school and our La Houquette values underpin all that we do. These values can help pupils understand right from wrong and they can also help to shape the mindsets and behaviour of future adults.

#### La Houquette School Values:

1. **We show respect:** *we care for ourselves and each other, for property, our community, our environment, our world; we listen to each other respectfully and accept people have other views. We take turns and share.*
2. **We are kind:** *We include each other, we look to help and care for each other and our environment. We have gentle hands.*
3. **We try to do our best:** *we don't give up - we show a Growth Mindset.*
4. **We are honest:** *to ourselves and each other.*
5. **We are proud of who we are:** *of what we do, of our families, our teachers, our school, our community, our parish, our island and our world.*

## **Aims of the policy**

At La Houquette Primary School we believe the interest of the child is central and we are ambitious for each child's all-round achievement and attainment. We believe children's physical and emotional well-being is fundamental and strive to create an atmosphere of community and belonging. We celebrate uniqueness, diversity and individuality and we are committed to equal opportunities. We endeavour to adapt provision to suit children's individual needs. We also believe that this extends to all of our stakeholders (staff, parents, support agencies and the wider community).

We follow the Bailiwick's ALN code of practice ([ALN Code of Practice 2026](#)) and strive to provide appropriate provision, support and challenge for all pupils and our more vulnerable learners.

We have our own La Houquette '[Guidance and procedures](#)' document which sets out clear and transparent step by step procedures and expectations of staff, pupils and agencies at each level of the code of practice within our school.

## **Definition as of the States of Guernsey Additional Learning Needs Code of Practice**

Education Law includes requirements about 'special educational needs' (SEN) for children in certain age-groups. Under the Law<sup>11</sup>,

- 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<sup>12</sup> 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.]

## **Areas of need**

The four main areas of learning are as follows:-

### **Cognition and Learning**

- Literacy Difficulty (LIT)

- Numeracy Difficulty (NUM)
- Specific Learning Difficulty (SpLD) including Dyslexia.
- Moderate Learning Difficulty (MLD)

### **Social, Emotional and Behaviour Difficulty**

- Social, Emotional and Mental Health challenges (SEMH)

### **Communication and Interaction**

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### **Sensory and/or Physical Impairment**

- Visual Impairment(VI)
- Hearing Impairment(HI)
- Physical Disability(PD)
- Multi-Sensory Impairment (MSI)

### **Objectives**

This policy should be viewed in conjunction with all other policies, in particular our policies for Teaching and Learning, Assessment and Early Years.

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with ALN.
- To enable pupils with ALN to maximise their achievements and life long learning.
- To ensure that the needs of all pupils with ALN are identified, assessed, prioritised and provided for, and regularly monitored/reviewed.
- To ensure that all pupils with ALN are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To work in full partnership with all appropriate support agencies to ensure that individual needs of each child are met.

### **Roles and Responsibilities**

#### **HEADTEACHER**

The Headteacher, Mrs C Judd, has the responsibility for the day to day management of all aspects of the school's work including provision for pupils with special educational needs. The Headteacher has overall responsibility for the provision and progress of learners with SEND and/or disability.

The Headteacher works with the ALNCO to create a climate of inclusion and achievement for all.

The Headteacher ensures that:

- 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; and challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention

### **ALNCO**

The ALNCO has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ALN.

The **ALNCO** is responsible for the day-to-day provision for ALN pupils. Responsibilities include the following which link closely to those of the Inclusion Lead:

- 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
- and challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention.

### **CLASS TEACHER**

All teachers are teachers of children with ALN and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with ALN.

- 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; and challenging directly, and/or reporting, any processes or behaviours which could be considered discriminatory to enable appropriate early intervention

### **LEARNING SUPPORT ASSISTANTS**

- Follow the plans provided by the class teacher.
- To liaise with class teacher/s regarding concerns or needs to discuss strategies and resources when appropriate
- To liaise with ALNCO for strategies and resources when appropriate after consultation with the class teacher.
- Provide appropriate support for individuals and groups.
- Adapt and improve plans where appropriate with consultation with the class teacher/ALNCo.
- Provide feedback to class teacher as appropriate
- Implement intervention programmes set by class teachers or support agencies for individuals or small groups.
- Maintain any records set by the class teacher for those individuals or groups they work with.
- Be aware of any IEP's or targets set for those individuals whom they are supporting and implement where necessary.
- Organise resources needed to support their work with the children.
- Attend reviews of individual children they support when appropriate or provide notes on the child's progress towards their IEP or targets.

### **PARENTS AND PUPILS WITH ALN**

In accordance with the Baliwicks ALN Code of Practice the school believes that all parents of children with ALN should be treated as equal partners. In accordance with the school's open door policy, parents are encouraged to contact the child's class teacher and/or ALNCO as needed either by phone, Dojo or appointment to share information and discuss any concerns.

Parents will be supported and enabled to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the ALN 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 Special Educational Provision.

### **PUPILS**

Pupils with ALN have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They are encouraged to participate in the decision making process including the setting of learning targets. Pupil Voice materials are used to collect information about their feelings, learning and difficulties as

appropriate to the age of the child. The results of these are used, in addition to informal interviews and target reviews, to inform provision.

### **Identification, assessment, provision and review procedures.**

Early identification of a child who may have ALN is key to providing the appropriate support and focused realistic expectations and challenges. This information is collated from various sources: Preschool settings, parental concerns, Foundation Profile, teaching and non-teaching staff. This information forms the basis for planning an adaptive programme to meet a recognised need.

Following the schools 'Guidance and procedures' document if a child is shown to need above and beyond the 'normal' classroom adaptive teaching they will move to 'T' - Targeted approach and will receive class/year group's interventions which are recorded on PPMs and SIMs. At this stage, it is suggested that the ***class teacher keeps a record of discussions with the child's parents*** as these will be referenced as early review notes. Slow progress and low attainment will not automatically mean a pupil is recorded as having ALN.

If the child's needs go beyond 'T' and interventions and adaptive learning are not able to meet the child's needs appropriately the class teacher will be asked to complete the school's referral form which enables all concerns to be noted but also strengths, progress information and strategies to be recorded and shared giving a full picture of the child which will give a clear overview of the child. ALNCO will arrange to carry out a class-based observation (or delegate to the headteacher if appropriate). In consultation with the class teacher, the ALNCO will discuss the child at the next Multi-agency meeting or directly with the appropriate service and a referral form completed with the class teacher. The child is then moved to 'S' Specialist on the school's ALD register and an IEP is created by the class teacher, supported when appropriate by the ALNCo.

Learners on the ALN register as 'S' are discussed termly at Multi-agency meetings and individual reviews will be set up as appropriate (termly or yearly).

### [School referral form](#)

### **ALN codes and procedures:-**

Within La Houquette we use a graduated response. This ensures all children's needs are identified and appropriately planned for. All staff use HQIP strategies within their daily routines, teaching and learning. When individuals are identified as targeted(T) or within the lowest 20% 'working below ARE' teachers refer them to LALSIT / ALNCo. During discussion individual barriers to learning are recorded and specific HQIP adaptations and reasonable adjustments suggested([Individual support plan](#))

### **Code H - action within the normally High Quality Inclusive Practice and children who have diagnosis but do not need additional provision.**

All teachers are teachers of children with additional Learning needs.

Teachers are required to:

- Become aware of a child's difficulties and track their progress.
- Inform the ALNCO and complete initial concerns form (Copies for year groups in staff folder kept in the staffroom)
- Provide adapted learning where appropriate in line with Quality First Teaching
- Record a date to review, monitor, evaluate progress and record on year group PPM.
- Class teachers make regular assessments of progress for all pupils and identify those whose progress is significantly below that of their peers starting from the same baseline, that fails to match or better the rate of the child's previous rate of progress, falls to close the attainment gap between the child and their peers.

### **Code T (Targeted)**

Where the need for intervention is additional to or different from the normally adapted inclusive curriculum the school takes action and the ALNCO places the child on the special educational needs register and will be discussed with the parents. The ALNCO and where possible, the class teacher will attend this meeting

Teachers are required to:

- Collate evidence and complete the school's referral form.
- Using Quality First Teaching providing support in the form of e.g. adaptive teaching strategies, focused small group work, or structured programmes
- Discuss with the ALNCO whether an Individual Education Plan (IEP) or Group Plan (group intervention record sheet/PPM) is appropriate.
- At the onset of intervention, set a review date, (where possible to coincide with parents' evenings) and monitor progress towards targets set
- Monitor progress and evaluate the effectiveness of intervention strategies
- Keep records of discussions with parents and share with ALNCO to be recorded on SIMs

### **Code S (Specialist)**

Where Targeted is insufficient, it is likely that the pupil will have made limited progress despite an individual programme alongside High Quality inclusive Practice. To meet the children's needs the school takes additional action (Specialist) which will include referral for support from an outside agency by the ALNCO. Teachers are required to:

- Collect evidence to discuss with the appropriate agency
- Create an IEP in consultation with ALNCO or LALSIT
- Adapt teaching and learning strategies to address IEP targets
- Contribute to reviews which will also be attended by the Headteacher (when appropriate), ALNCO, Class teacher, support staff (when appropriate), parents and, occasionally, the child.

### **Formal Assessment**

The needs of most pupils will be met within Targeted or Specialist support. In a minority of cases, a Formal Assessment is made which may result in a Determination of Additional Learning Needs. This will be requested by the ALNCO in consultation with parents, supported by an Educational Psychologist if appropriate. Once this request is submitted to the ALN Education Officer, it is arranged

and led by said officer. School, parents and the child's reports/comments will be asked for from any supporting agencies as appropriate. Final decisions are made by the education office and generally supported by the Educational Psychologist who then works with the school to set up support, resources and targets ([ALN Code of Practice 2026](#)). School creates an individual MEAP within six weeks of agreement of a determination which is shared with parents.

## **Review Meetings**

### **Targeted**

- Autumn and Spring Termly parent/carer appointments are used to discuss the child's progress and intervention targets. Teachers are asked to make brief notes on these discussions which can then be recorded on SIMs as a record.
- Parents and class teachers are provided with minutes from these meetings which include actions and SMART targets

### **Specialist**

- ALDCO to arrange a termly (x3) Multi-agency meeting to discuss all children at Specialist and any School Action pupils where class teachers have raised further concerns.
- Formal review meetings for children who are at School Action Plus or have a Determination of Special Educational Needs are planned and recorded annually. IEPs are discussed and reviewed with class teachers, parents and Agencies involved with the individual child.

## **Support Services:-**

The ALNCo works closely with and takes advice from the Educational ALN Officers, Educational Psychologists, Speech and Language, CIAS, SAS and Les Voies outreach service. This takes the form of multi-agency meetings to discuss individual ALD pupils, and their needs, progress and to review interventions and resources needed to meet their needs.

In addition the school can access support from:-

- School Nurse
- Hearing and Sensory impairment support service
- Child and Mental Health service- CAMHs
- Occupational Therapists
- RCT - in individual circumstances
- Social services.

## **Staff Training**

All teaching staff and non-teaching staff are aware of the Bailiwicks offer of training through My Learning. Support to all staff is given by ALNCo and relevant Staff meetings are held half termly. LSA's

receive focused training weekly as part of their CPD. The ALNCo attends training focused courses and feedback is given to staff. ALNCo also attends half termly ALDCo CPD provided by Educational SEND officers. When appropriate, school in-service training for ALN will involve other schools and support agencies.

### **Links with others schools and transition**

EYFS children - ALNCo's from Pre-schools meet with our school ALNCo at the start of the summer term to discuss pupils transitioning with ALN. Our School ALNCo will then arrange to visit these individuals per-school to make observations and to speak directly to the staff about the child's specific needs, support given and family concerns.

In school - all children are given a wide range of transition activities during the summer term. Those with ALN have the opportunity if appropriate to be part of an enhanced transition group and activities are planned accordingly. They are also invited to visit their class and teacher during the INSET day at the start of the September term.

KS3 - transition arrangements for ALN pupils are planned to support their individual needs. The secondary ALNCo is invited to the Multi-agency meetings termly to discuss individuals in Y6 transitioning to KS3. Each individual child is discussed to ensure their needs are met appropriately. Those children with CIAS support will have detailed individual transition plans created in partnership with CIAS, our school ALNCo, secondary ALNCo and parents. All will be offered a place for enhanced transition and in some cases will be given bespoke transition.

### **Impact**

The impact of the education offered to children with ALN is regularly monitored and judged against the above aims. The policy will be reviewed regularly and SLT will receive regular updates on the implementation of the policy. This will also be monitored as part of one of the three yearly Education Officers visits focusing on ALN and inclusion. ALN and inclusion are one of the core areas observed and reported on by OFSTED. The schools recent OFSTED report found Inclusion 'Good'.

Written by:- J Savage November 2025

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6 linked to the new Bailiwick Additional Learning Needs Code of Practice.