



SPGS
INTERNATIONAL

SPGS International School Chengdu Additional Learning Needs Policy



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Additional Learning Needs Policy

Effective Date	March 2025
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Approval	School Governing Board
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Glossary:

ALN	– Additional Learning Needs
ALNCo	– Additional Learning Needs Co-Ordinator
SEND	– Special Educational Needs & Disabilities
SNAP	– Special Needs Assessment Profile
IEP	– Individual Education Plans
EAL	– English as Another Language

Additional policies this should be considered in relation to:

- Junior School Behaviour Policy
- Senior School Behaviour Policy
- Teaching & Learning Policy
- Mental Health & Well Being Policy
- EAL Policy
- Safeguarding Policy
- Admissions Policy

This policy applies equally to the Early Years Foundation Stage (EYFS), Junior & Secondary schools as taught at SPGSI.

Introduction

This document is a statement of the aims, objectives and strategies for the teaching of students with learning differences and difficulties and students with special educational needs and disabilities.

The intention of this policy document is to outline how students are selected for additional learning needs interventions and how their needs are met by acknowledging the role of the Additional Learning Needs Co-ordinator (ALNCo), Pastoral, EAL departments, school counsellor, form/subject teachers, students, parents, carers and outside agencies.

Parents should be aware that the school is a mainstream setting with limited specialist Special Educational Needs and Disabilities (SEND) resources. The staff will use their professional skills and experience to identify and provide for SEND within the resources of a mainstream school.

Definition of Special Educational Needs and Disability

Whilst it has no legal standing in China, we recognise the definitions of need outlined in The Special Educational Needs and Disability Code of Practice, January 2015. This defines a student as having a special educational need (SEN) if they have:

- a learning difficulty or disability which calls for special educational provision to be made for him or her;
- a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students' learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Some students who have SEN may have a disability under the Equality Act 2010, "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities". This definition includes sensory impairments such as those affecting sight or hearing, and long-term conditions such as asthma, diabetes, epilepsy and cancer. A student can have a disability without having SEN but there is often an overlap.

The four broad areas identified within the SEN Code of Practice 2015 are:

- **Cognitive and learning** needs, including specific learning difficulties such as dyslexia and dyspraxia
- **Behavioural, emotional and social developmental** needs
- **Communication and interaction** needs-including autistic spectrum disorders
- **Sensory and/or physical** needs including visual or hearing impairments

SPGSI is a broadly selective school and will have a relatively small proportion of students who would be considered to have **special educational needs and /or disabilities** as defined by the act.

Nevertheless, we recognise that there will be a greater proportion of students who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, which is usually a natural feature of differentiated quality first teaching in the classroom. These students are considered by the school to have '**additional learning needs**' (**ALN**).

Legislation and regulation

- This policy has regard to:
- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The General Data Protection Regulation 2016 (GDPR)

Admissions Policy

Admission to part of the School is selective. The School must feel confident that a prospective student will benefit from the education offered so that there is no reasonable doubt at the time of admission that she will have a complete, happy and successful school career.

Both at the application stage and also later in the admissions process, parents/carers are given the opportunity, and indeed urged, to notify the School of any disability or special educational needs affecting their student of which the School should be aware.

The parents/carers of a student with an existing Learning Difficulty and Disability, are requested to submit copies of Educational Psychologist's report or other relevant assessments to the Admissions Department, who will then consult with the relevant academic team and the ALNCo. All documents presented to the school will be reviewed to establish:

- 1) if any reasonable adjustments are required for the entrance assessment and
- 2) if any reasonable adjustments within the School and/or curriculum are required if the candidate is successful with their application. The ALNCo will report initial thoughts to the Admissions team, if necessary, for their consideration.

A meeting may then be arranged between the parents of the student, the ALNCo and the relevant School leader, so that, if necessary, steps to accommodate the needs of the student can be arranged well in advance of admission.

If a student is accepted into the school with a known learning difficulty/disability, the school will make reasonable adjustments to meet needs. The school will agree with the parents/carers how the needs of the student can best be met. If a student is accepted into the school and their needs become identified at a later stage, the school will assess how best to meet those needs in consultation with the parents/carers, the ALNCo and the Form Tutor.

Aims and Objectives

- To work within the guidance provided in the SEND Code of Practice 2015

- To ensure early and earliest identification, assessment and provision for any student causing concern
- To recognise and address the needs of all students who may have specific learning needs or disabilities, either throughout, or at any time during, their school careers by adopting a positive approach and dismantling misconceptions and fears.
- To empower students with knowledge of their own strengths and different learning styles and ensure students are actively involved in their learning process
- To increase the self-confidence of students and enable them, through support, to optimise their access to the curriculum
- There will be careful assessment and recording of a student's learning needs, strengths and potential, in addition to the action taken and the outcomes
- To identify the roles and responsibilities of staff in providing for the students' learning needs
- To ensure that parents are able to play their part in supporting their student's education and that their knowledge, views and experience form a vital part of the partnership
- To provide appropriate material resources, dedicated support and suitable advice to support students who have been identified with specific difficulties
- To disseminate information from outside agencies to all staff to ensure they are aware of the students' needs

Responsibility for SEN

The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a student's specific needs and be prepared to differentiate work appropriately. The ALNCo works closely with teachers, students and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need reviews may need to include outside agencies/specialists.

Identification and Assessment of Students with Learning Difficulties

As recommended by the Special Needs Code of Practice (September 2014, updated January 2015), SPGSI adopts a tiered response when addressing a student's learning difficulty. Early identification of students' needs is the key to unlocking the potential of students who may have additional learning needs. SPGSI adopts a tiered approach to ensure that students, who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible. This encompasses an array of teaching strategies and makes full use of all available classroom and school resources before calling upon outside agencies.

The school can refer to a number of external services who are able to assist when required. It is the responsibility of parents/carers to engage the services of an external psychologist or other professional and to cover all costs relating to the consultation and report.

The ALNCo will provide specific feedback to parents/ carers on any internal assessments which have been conducted.

School Monitoring – See also Appendix A: ALN Process Flow Chart

Class and subject teachers monitor the progress of individual students in literacy, numeracy and other areas of the curriculum. Formal standardised tests are used as well as on-going informal observations, or assessments, depending on the age of the student.

The school operates a tiered approach to ALN

- Tier 1 – Universal ALNCo support as outlined below
- Tier 2 – Individualised planning and support
- Tier 3 – Highly personalised support

If a student's progress is causing concern the teacher will:

- Review the teaching strategies currently being used, in collaboration with ALNCo if necessary, and consider the ways in which these might be developed and/or differentiated
- Discuss concerns with the student and parents
- Continue to monitor and review the student's progress
- Consult with the ALNCo/Pastoral Lead/EAL Team as appropriate
- Complete a referral form for ALNCo support if required

At Tier 1, the ALNCo will:

- Monitor and record progress made by the student through liaison with the form/subject teacher
- Observe the student
- Consider the student progress contextually, with reference to data from the class teacher, EAL & Pastoral teams
- Offer advice, where necessary, to the form or subject teachers involved
- Liaise with parents, if necessary
- Record the student's need & recommendations made on the Additional Learning Support monitoring list
- Conduct termly review unless otherwise advised by the teacher
- Remove the learner from the list if the review indicates no further cause for concern
- Refer the learner to another department if identified as more appropriate e.g. EAL, Pastoral, School Counsellor

Tier 2

Following a review of teaching strategies, observations and the monitoring of progress it may be decided that a student requires help over and above that which is normally available within the particular class or subject.

The class/subject teacher will:

Continue to implement differentiated strategies in the classroom

Seek consent for the student to be placed on the ALN register & to receive additional ALNCo resource

Work with the ALNCo to implement an Individual Education Plan

Conduct half termly reviews, with the ALNCo of the student's progress

Consider seeking further specialist internal assessments from the school's ALNCo

The ALNCo will:

- Oversee identification, referral and assessment of additional needs
- Liaise with form/subject teachers
- Ensure staff take proper account of all students with ALN and plan any future interventions for the student in discussion with colleagues
- Ensure that parents are kept informed of all developments
- Where possible, try to ensure that interventions 'additional to' or 'different from' those provided as part of the differentiated curriculum, are implemented
- Ensure that an Individual Education Plan is set up, where necessary, and targets are monitored and evaluated throughout the year
- Ensure that teaching support is offered, where possible, in order to meet the individual needs of students (including 'pull-out' support and/or 'push-in' support)
- Track and monitor student progress and review of any action taken. Liaise with Form Teacher, Phase Leader and Assessment Coordinator
- Ensure that relevant advice is offered to form/subject teachers
- Ensure suitable assessment arrangements are made for students who may need adaptations to the usual procedures

The ALNCo may also carry out a broader range of assessments, such as SNAP or GL assessment in order to identify likelihood of Specific Learning Difficulties (SpLD) and gain more specific insight into areas of strengths and weaknesses so the school can better plan for and support the learner.

The expression of concern, the gathering of information, and the registration and consideration of a student's learning difficulties, often combine to resolve the problems over a short period of time.

Tier 3

For a small number of students, it may be deemed that a more individualised package of support is needed as a result of existing or pending diagnosis, or other significant concerns. At this point

The class/subject teacher will:

- Continue to implement differentiated strategies in the classroom
- Work with the ALNCo to continue to implement an Individual Education Plan
- Conduct 4 weekly reviews, with the ALNCo of the learner's progress

The ALNCo will

- Notify family of Tier 3 recommendation
- Identify and put in place additional, personalised interventions
- Make recommendations for external assessment, if necessary, with details of the concerns

- Train staff as needed

Individual Education Plan (IEP)

- The plan will set out:
- The short term targets set for or with the student
- The provision to be put in place
- When the plan is to be reviewed
- Evaluation

Individual Education Plans at Tier 2 are reviewed half termly; At Tier 3, IEPs are reviewed 4 weekly. Parents will receive a copy and be advised of progression and updates following reviews.

Very occasionally students come to SPGSI where outside agencies have already been involved. Their reports and recommendations should be provided and incorporated into Individual Learning Plans. Please note, with regard to all the provisions contained in this Policy, if we at the school think that more specialist advice is required, we will discuss this with a student's parent (or parents) and will ask the parent to pay for such advice. If special educational provision is required (whether as a result of advice or not) which is additional to the school's ordinary mainstream resources, or any form of adjustment is required which it is not reasonable for us to provide, we expect the parent to pay for it or provide it themselves.

If, in the judgment of the Head, the School cannot provide for a student's ALN, SEN and/or disability after all relevant provision and/or reasonable adjustment has been made (or we have requested it from a parent) the school reserves the right to ask the parent to withdraw their child.

Examination Concessions

In order to qualify for extra time in an examination, the school will adhere to exam board regulations set out by the Joint Council for Qualifications (JCQ).

If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, students should aim to type faster than they write, and touch-typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons, then it may be used in examinations.

Inclusive Professional Development

- All staff in the school will be provided with general or specific training or information on meeting the needs of children with ALN or SEND within their classroom.
- The ALN department will be given the appropriate opportunities to attend external courses to keep abreast of current expertise and thinking in order to best address ALN issues and support ALN/SEND students.
- Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student.

ALN Registers

- Registers are kept of all students who are identified as requiring Tier 2 or Tier 3 ALNCo support
- In addition, an Additional Learning Support list is kept. This lists students who have experienced difficulties at some point, but at a level that can be addressed by universal, quality first, teaching

approaches. It also includes students who have previously received Tier 2 or Tier 3 intervention but currently do not need support. These students will be taken off this list when it is agreed there is no longer a cause for concern.

Parental Involvement

- The form/subject teacher informs parents if their student requires extra support or monitoring.
- The form teacher or ALNCo will seek consent from parents if their child is identified as requiring Tier 2 or 3 support and placement on the ALN register
- Parents have opportunities to meet the ALNCo on request as well as at more formalised Parents' Evenings.

Student Involvement

- The student's views form an important part of the whole process of meeting their needs. We encourage active participation and try to foster an awareness of how each student can work towards improving their skills with our help.
- We encourage students to make judgements about their own performance and offer opportunities to put forward their own suggestions for targets, where possible.

The ALNCo is to take responsibility for:

- Managing the day-to-day operation of the school's ALN Policy
- Organising, monitoring and coordinating the ALN workload
- Conducting & analysing observations & assessments throughout the school in order to identify those students who may require support
- Providing students with resources necessary to access curriculum
- Attending and contributing to meetings as relevant
- Work in close liaison with teaching staff to ensure confidential communication on additional learning needs and progress of students
- Co-ordinating provision for students with additional learning needs
- Overseeing the compilation of all ALN Registers and provision tracker
- Produce student profiles which contain the appropriate ALN and/or SEND information, including students' strengths and areas of difficulty and suggested teaching strategies to be used in the classroom.
- Ensuring that Individual Education Plans are drawn up for students, where necessary
- Encouraging the involvement of parents
- Maintaining and monitoring the records on all students with ALNCo input
- Monitoring and contributing to the in-service training of staff
- The purchasing and organisation of resources for ALN

The ALNCo

The ALNCo may support students in the following ways:

- Providing detailed recommendations to teachers regarding in class adjustments or strategies
- Individual or group support in the class to ensure full access to the curriculum
- Individual or group support out of the classroom with differentiated materials being used that are closely related to class lessons
- Individual or group support out of the class that addresses more specific learning difficulties/differences
- Review & record progress on student's continuous monitoring form which can be accessed on Teams
- Meet with the student to discuss their support needs and progress

The amount and level of support will vary according to the needs of the student at any time in their school career.

Appendix A – Flow Chart of ALN Process

