



ST. SAMPSON'S HIGH SCHOOL

ALN Information Report

Last Review Date:	September 2024
Last Reviewed by:	CTR
Next Review due:	September 2025

St. Sampson's High School: ALN Information Report 2024 – 2025

St Sampson's ALN provision is underpinned by the Guernsey and Alderney ALN Code of Practice (2024) which can be found [here](#).

School Values and Culture:

St Sampson's High School is a community of learning, enjoyment and opportunity. We work hard to ensure that all our students have the experience of a positive, well-ordered and friendly environment.

The Rights Respecting Schools Award is a prestigious award which recognises a school's effort to be Rights Respecting. Currently, St. Sampson's High School has achieved Silver status and is working toward Gold status which means that students are aware of their rights and that the school implements these at every opportunity. Not only are the rights found within individual curriculum areas and lesson plans, the rights make up key school policies such as the Engagement Policy.

Who are the key people responsible for ALN at St Sampson's High School?

- Vicky Godley - Principal
- Tammie Harris – Deputy Headteacher, Inclusion
- Lizzii Watson – Assistant Headteacher, Inclusion
- Clarice Taylor - ALNCO
- Ivor Bailey – Assistant ALNCO
- CIAS Base Lead – Joanne Bharatan

Where does ALN support take place?

At Saint Sampson's High School, every teacher is teacher of ALN and every leader is a leader of ALN. With this in mind, students with ALN are supported across the school.

Students requiring additional support may benefit from access to the TLS (transitional learning space) area, where the ALNCO is based. TLS is made up of three rooms:

T1 – Regulation Space for identified students.

T2 – Intervention Space

T3- Intervention Space/Visiting Professionals Space

What is ALN?

ALN stands for 'Additional Learning Needs' – previously known as SEN.

A child has ALN 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 schools¹² 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.] However, this Code uses the terms 'additional learning needs' (ALN) and 'additional learning provision' in place of SEN terms.¹

Additional learning needs fall into 4 broad areas of need:

- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Communication and Interaction**
- **Sensory and/or Physical**

How do we identify students with potential ALN?

- Transfer of information between settings (primary schools/schools previously attended).
- Whole cohort screenings: all students are screened on entry to SSHS as follows:

Start of Y7 / end of Y6

- GL Maths
- NGRT – Reading
- NGST – Spelling
- GL Science.
- No More Marking – Writing.

End of Y7

- GL Maths –
- NGRT – Reading
- NGST – Spelling
- More Marking – Writing.

¹ Guernsey and Alderney ALN Code of Practice 2024: Chapter 2, p12, 2.1

End of Y9

- Lucid

- Analysis of data (academic, attendance, behavioural).
- Liaison with external agencies.
- Concerns raised by parents.
- Referrals made by staff members.
- Additional in school screenings of identified students using:
WRAT 5
GL Dyslexia Screening
GL Dyscalculia Screening

How do we support students with potential or diagnosed ALN?

Once a diagnostic report is shared with ALNCO a pupil passport is created to share key information and strategies with all staff who work with a student – including what they find difficult, and how to help them.

In line with the ALN code of practice all staff are trained in delivering lessons which follow High Quality Inclusive Practice – designed to meet the needs of the majority of ALN learners.

: The starting point for educating learners with ALN is the same as for any learners. Knowledgeable and skilled educators should be aware of each learner’s abilities, have high aspirations for them, and be able to identify ways to provide them with appropriate access to the curriculum.²

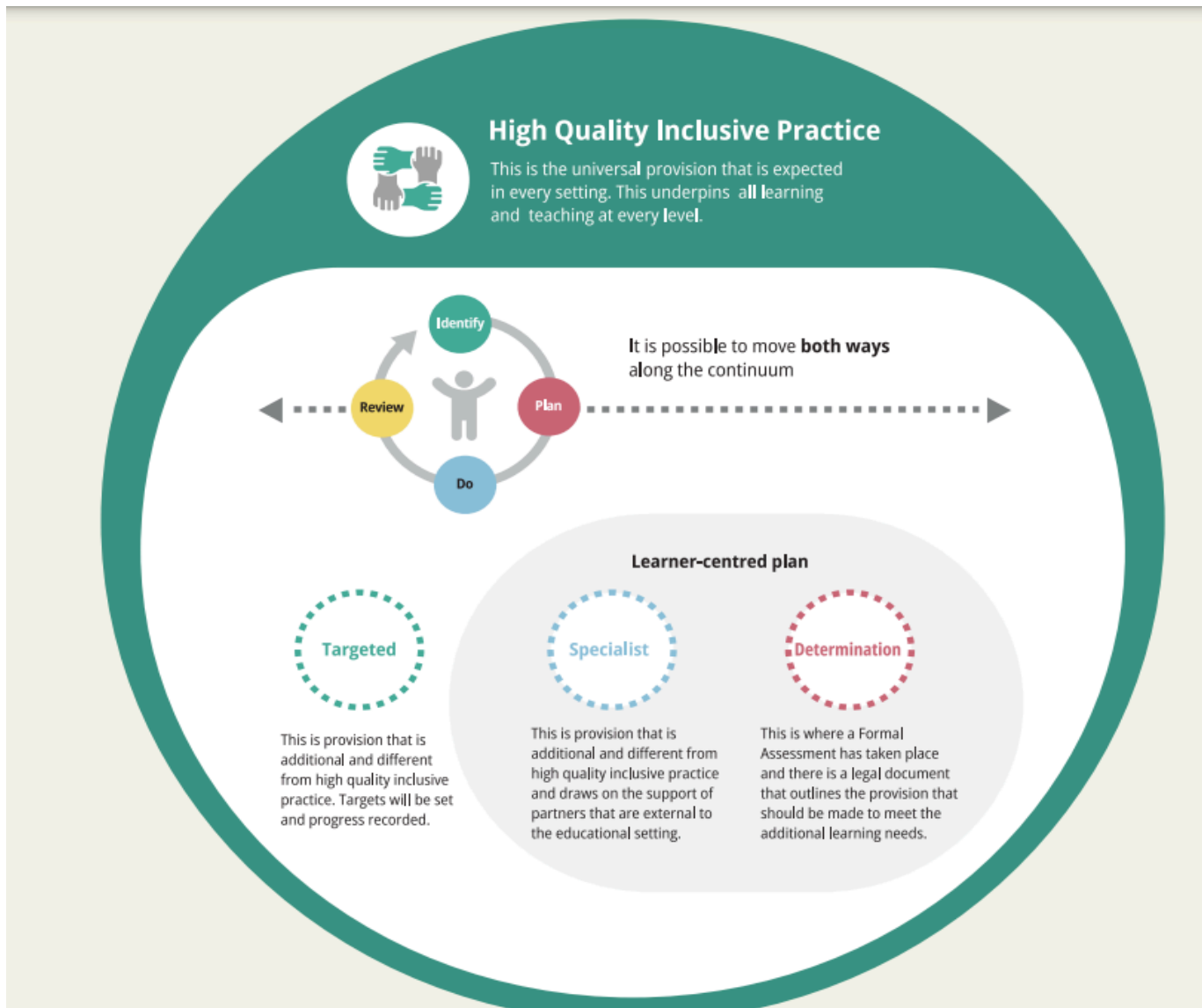
Students with ALN may also require reasonable adjustments including:

- Uniform exemption
- Exit/Cool Down Pass
- TLS Breakfast Club
- TLS Lunch Club
- TLS Tutor Group
- Access to a Chromebook
- Access to Assistive Technology
- Use of an Overlay/Reading Ruler
- Exit Pass
- Cool Down Card

This list is not exhaustive, and we review the needs of each student individually.

² Guernsey and Alderney ALN Code of Practice 2024: Chapter 3, p23, 3.1

If further support is needed, we follow the following three tiers of support:



Targeted support is required when a learner's progress is significantly slower than that of their peers starting from the same baseline; fails to match or better their previous rate of progress and/or fails to close the attainment gap between them and their peers (if this would be a reasonable expectation in the circumstances).

At St Sampson's High School Targeted Support may include:

- Additional subject specific learning resources co- created by the ALNCO and subject teacher (word banks/sentence starters/task planners etc)
- Support from a Learning Support Assistant in specific targeted lessons.
- A school-based intervention including:
 - Zones of Regulation
 - ELSA
 - SRA Reading Lab
 - Peer Reading
 - Bedrock Literacy Programme
 - Mentoring

Specialist support means that the learner requires involvement of services from outside the education setting – e.g. wider Education support services, other States services (such as Health and Social Care) or wider non-States organisations. This entails ongoing involvement or being part of recognised caseload, rather than just initial advice.

When a referral for specialist support is made – parents and carers will be invited in for a meeting to discuss this, and review meetings will then be held moving forward.

At St Sampson’s High School we work with the following external agencies:

- Educational Psychology
- CIAS (Communication, Interaction and Autism) Base
- Child & Adolescent Mental Health Service (CAMHS)
- Les Voies Outreach
- Youth Commission
- Youth Justice
- Speech & Language Therapy Service
- Communication, Interaction and Autism Service
- Occupational Therapy
- School Attendance Service (SAS)
- School Nurse Service
- Action for Children
- Alternative Pathways
- Social Services (MASH)

Students may move between targeted and specialist support through their time at St Sampson’s High School.

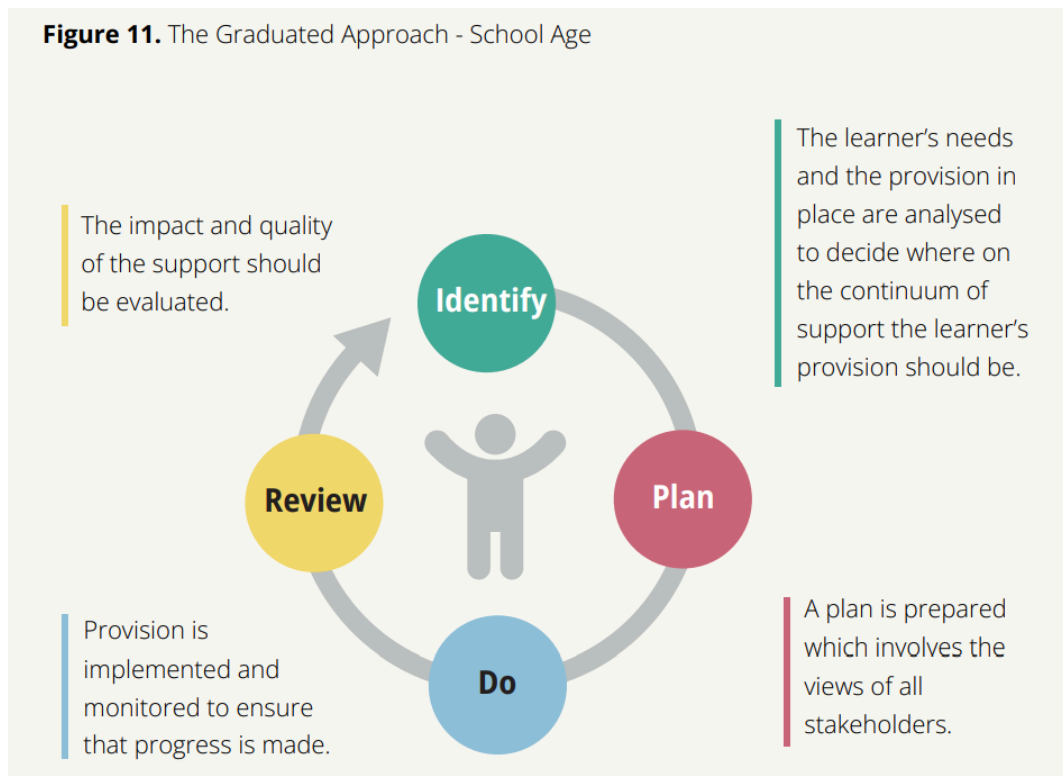
Determination Most learners who have ALN can be effectively supported at targeted or specialist levels. However, in appropriate cases, a ‘Determination’ may be required to ensure appropriate support. This is a formal document, issued under Education Law.⁴¹

At this level, the learner’s ALN will have been carefully profiled during a ‘Formal Assessment’⁴² process. If this results in the Committee being of the opinion that it should determine the additional learning provision which should be made for the learner, it shall make a ‘Determination’. This specifies the additional learning provision that should be made to support the assessed needs. Further information about Formal Assessment and Determination can be seen in Chapter 12 of the ALN Code of Practice.³

ALN Support is reviewed following the Graduated Approach:

³ Guernsey and Alderney ALN Code of Practice 2024: Chapter 5, p38, 2.1

Figure 11. The Graduated Approach - School Age



Who do I speak to if I am concerned about my child having a potential ALN?

- **Form Tutor** – after a conversation with you, your child's form tutor can update teachers about how they can support with the specific concern.
- **Head of Year** – if concerns continue your child's head of year may get involved to discuss further support.
- If concerns continue, after 6 weeks further strategies will be discussed and put in place/information sought to see if teachers are concerned about students' progress. Tutor/Head of Year may ask ALNCO for advice.

If there are still concerns after this point and the strategies in place are not helping – a referral form will be made to the ALNCO who will: gather info from class teachers/observe in class/consider a screening tool if appropriate. After this process – if necessary further interventions/referrals will be made.

Transition between settings:

KS2 (primary) – KS3 (secondary)

- Transition planning meetings between primary and secondary inclusion teams.
- Transition visits by ALNCO/Assistant Head of Inclusion.
- Transition Day.
- Enhanced Transition – additional visits/planning meetings for students who need additional support with transition.
- Secondary ALNCO attendance at Y6 Annual Reviews.
- Updated MEAPS in place and shared during September Inset days to allow staff to prepare effectively to support incoming students with a Determination.
- Student files transferred from primary to secondary (paper based files delivered to school office – electronic files transferred through Provision Maps and SIMS).

KS4 (secondary) – KS5 (further education)

- Updated MEAPS in place and shared with new provision in September.
- Pupil Passports shared with new provision in September.
- Access Arrangement lists and evidence shared with new provision in September.

Medical Register:

The medical register is an at-a-glance care plan for teachers of students with medical needs such as epilepsy or diabetes. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage an incident. The Medical register of need is kept confidentially by the School Nurse and accessible to appropriate members of the SLT and Inclusion Team.

Anti Bullying:

Our school anti-bullying policy can be found [here](#).

To ensure that there is an understanding across the school of ALN- we share presentations in tutor time and assemblies aimed at raising awareness of different ALN and disabilities, and celebrating the strengths that positive attributes linked to different ALN.

Complaints:

Through having an open dialogue and clear steps for supporting students with ALN, we aim to have a positive relationship between school and families/carers where a student's ALN is met in a way that all parties believe is in the child's best interests. Should an agreement not be reached, any complaints can be raised using the standard complaints procedure for the States of Guernsey, details of which can be found by following the link below to their Compliments Comments Complaints policy:

[Compliments Comments Complaints](#)