PINC COLLEGE

ALN POLICY

(Wales)

Date September 2024

Introduction

Pinc College is committed to providing holistic education of the highest quality and this policy is underpinned by Pinc College values, culture and methodology.

Our college Values

Individual - 'We celebrate everyone'

Inclusive - 'We value and support everyone'

Innovative 'We believe in the power to change'

We foster a culture that is **Respectful, Responsible, Safe and Kind**

The principles of the Pinc Methodology apply equally to our students and team members in everything we do. Our methodology holds the individual, their wellbeing and their specific needs in every aspect of our approach.

Policy intent and scope

This policy responds to the legal requirements and recommendations of;
Rights of Children and Young Persons (Wales) Measure 2011
Additional Learning Needs Code for Wales 2021
Social Services and Well-being (Wales) Act 2014
Childrens Act 2004
The Equality Act 2010
Keeping Learners Safe in Education (current edition)
JCQ Access Arrangements and Reasonable Adjustments Regulations 2024.25

This policy sets out ways in which Pinc College provides education for its students with Additional Learning Needs and Disabilities (ALN). We aim to communicate our alternative approach to education, driven by creativity and specialist support for neurodivergent young people 16-25 years.
We believe this policy should be a working document that is fit for purpose, represents the college ethos, enables consistency and quality across each campus and is related to the current legislation.

Responsibilities and Communication

Responsibility for the ALN policy sits with the Whole College ALN Lead. The governing body and Principal hold overall accountability for ensuring that the college complies with legal requirements, such as the ALN Wales Regulations. The Regional ALN Leads play a key role in coordinating support for students with ALN, including liaising with team, parents, and external professionals. All Team is responsible for adapting their teaching methods and environments to meet the needs of all students. Collaboration among all staff, alongside regular communication with parents and students, ensures the successful implementation of the ALN policy.

Definitions and Glossary

Dynamic Assessment- involves continual observation
ALN - Any student who has had significant barriers in previous learning and needs a highly individualised approach.
Statement of Special Educational Needs
IDP - Individual Development Plan.
They must have a Statement/ IDP except in exceptional circumstance. All students aged 19 and over must have an IDP/ statement
The legal definition of ALN is - A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
(a)has a significantly greater difficulty in learning than the majority of others of the same age, or
(b)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.
Specialist art college- We are a college who puts neurodiversity is at the heart of what we do.
Significant barriers- something that makes it impossible for something to happen or be achieved.
Post 16- We work with students who are between 16 and 24 at the start of academic year, apart from Year 11 transition.
IDP-Individual Development Plan
Neurodiversity- describes neurological differences. It is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.
Individual Support- Tailored support embedded into teaching approach.
CL- Campus Lead
SLCN- Speech, Language, Communication, Needs
Provision- Strategy/ESFA Study programme
Outcomes- Goal
YP- Young Person
PCP – Person Centred Planning meeting held to update the IDP.

Related Polices and Process Flows

Wales

W1.1 Safeguarding Adult Policy
W1.2 Safeguarding Children Policy
1.4 Equality, Diversity and Inclusion Policy
W1.9 Medication Policy
W3.2 Admissions and Accessibility Policy
W3.5 Support to Learn Policy
4a.1 Exams Access Arrangements Policy
4a.9 Word processing Policy

Legislation

We wish to comply with the Additional Learning Needs Code for Wales 2021 and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate ALN provision for students in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled students and young people, to support medical conditions and to inform families and young people if ALN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled students or young people.

Pinc College and ALN provision

All students attending Pinc College are classed as having ALN.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of students. We have high ambitions, set challenging targets, and track the progress of all students.

We will ensure our Team, in particular Campus Leads, Teachers and Creative Support, are prepared for dealing with the challenges and complex difficulties posed by students with ALN by providing structured training on a variety of ALN issues.

We are aware that depending upon their age and understanding we must discuss with students with ALN any decision that might affect them.

It is our intent to provide every student with the best education possible. Our objective in setting out the College's ALN policy is to make everyone aware that we want all students to benefit as fully as possible from the education provided within the college.

We cater for neurodivergent students who experience difficulties in:

- social communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory needs

What do we do?

We unleash potential by assessing and addressing needs, sometimes previously unmet, and giving personalised support.

Our approach empowers and enables future aspirations through creative study programs and purposeful pathways to careers in cultural and creative sectors.

We aim to:

- be clear and transparent about how we support students to leave Pinc College with self-acceptance, ambition, and improved wellbeing.
- provide a safe, non-judgmental environment that reduces anxiety and allows students to be themselves.
- equip students to progress and achieve with targeted support around their individual needs and strengths.
- reassure parents about our approach and commitment to their young person and work in partnership to enable sustained engagement and attendance.
- help students recognise, acknowledge and celebrate their achievements.
- ensure students know what help they can get and where to find it.
- ensure different organisations work together to help students.
- ensure our students' voices are heard and their hopes and aspirations are fully considered, planned and reflected in their IDP.
- enable students to obtain a qualification relevant to their study programme.
- To ensure all students make effective progress and realise their full potential.
- To ensure all students take a full and active part in college life.
- To create and maintain a college environment of positivity where all students are taught to embrace and value difference.
- To protect students from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

Medical conditions

We have a duty under Social Services and Well-being (Wales) Act 2014, Supporting Learners with Healthcare Needs (Statutory Guidance, 2017) and Well-being of Future Generations (Wales) Act 2015 to support students with medical conditions. We are aware that IDPs will state the type and level of support required to meet their medical needs.

Record keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of student progress

- evidence of outcomes and planned next steps
- details of additional support or different provision made
- details of the involvement of specialists
- evidence of involvement with families
- evidence that shows a rigorous approach to the monitoring and evaluation of any ALN support provided
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Equality Impact Statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at Pinc College.

Procedures - Implementation

Who will need to use/refer to these procedures?

Students, Parents and Families, Carers, Team, Governors.

Rationale:

The purpose of our procedures document is to enable a consistent team approach to the delivery of our curriculum and wider learning support. It describes the implementation of our ALN policy. It is who we are, what we do and how we do it.

Aims:

- To give knowledge and support the understanding of our approach.
- To enable the team to be responsive.
- To offer scope for innovative practice.
- To communicate and guide the team.
- Support induction of new team members, students and their families.
- Demonstrate the range of support that families can expect.

Action	Purpose	Area of Responsibility	Procedure	References	Help Page
Assessing ALN Need.	Ensure suitability of PINC College for the student.	• Campus Lead Dynamic Assessment • Regional ALN Lead • Regional Campus Lead • Teaching Team	• CL utilises daily structure. • CL uses comms guidelines. • Meet family/parents/outside agencies • Talk to student • Read IDP • Talk to campus team • Discuss at attendance meeting	• Databridge • Sharepoint • SLCN folder	• Visual • SWEMWEBS assessment. • Taster Information Gathering Event Form • Enquiry Form
Supporting transition into PINC College	Ensure YP transition is planned and co-ordinated to aid settling and support from the start. Family are fully informed.	• Operations Lead • Regional ALN Lead • Campus Lead • Regional Campus Lead	• Consult information from previous setting. • Observe student at taster sessions. • Taster Information Gathering Sheet • Discussion – parent meeting • Taster session • Funding request • PMP to parent. • Phased transition plan where appropriate. • Familiarity • Initial baseline assessments	• Databridge • SharePoint • Previous setting. • Family • Local authority • Other agencies	• Taster Information Gathering Form • Parent discussion • Enquiry Form

Supporting transition out of PINC College	To ensure YP has an informed and planned transition with all relevant documentation completed, outside agency co-ordination and in studio support. Family are involved and informed.	• Campus Lead • Regional ALN Lead • Pathway Team • Regional Campus Lead	• PCP Meeting (IDP review) • Liaising with LA & other settings • Social Worker • 18+ adulthood action plan • Liaison with next educational setting where appropriate. • Careers Interview	• Social care • Local Authority • Parent/carer • Parents • Outside agency provision.	• Review Documentation. • Referral documentation.
Supporting transition within PINC College	To ensure YP knows what their next steps are and how things will be. To ensure worries and concerns are limited.	• Campus Lead • Regional ALN Lead • Regional Campus Lead • Pathways Lead	• PCP Meeting (IDP review) • 16+ adulthood plan • May need another funding request. • Careers Interview	• ALN Team • Parents • Liaison with LA to agree next programme	• Outcomes from their previous programme
Consult with parents and student	Ensure attendance reaches expectation. To review milestones & outcomes and make sure they are relevant and up to date. To review strategy for support. To review and celebrate progress. To plan next steps. Review placement suitability.	• Campus Lead • Regional ALN Lead	• Mini Review • ILP Reviews • Half-term Reflection • IDP annual review where appropriate. • Parent meetings • Person centred planning meetings.	• Art teachers • Support team. • ALN Team • Parent/carer • Local Authority • Outside agencies	• Meeting documentation. • Attendance data. • Wellbeing data. • Evidence of each stage of RARPA

Delivering Teaching in a ALN way	To ensure the teaching approach supports YP need. Ensure additional therapy need is embedded within the teaching approach. Ensure YP is making progress towards IDP outcomes and preparation for adulthood and the milestones and goals of the ESFA Study Programme.	• Campus Lead • Teachers • Creative Support	• Use comms guidelines • Universal strategies embedded into all delivery • Read profile • Visuals • Individualised Teaching approaches/ • Session goals • ILP • Lesson structure to meet need. • Evidence of RARPA approach	• Regional ALN Lead Team • C&I team • Regional Campus Leads	ALN Team
Annual review	To ensure legal requirements are achieved. To ensure IDP is meeting the needs of the YP. To ensure next steps and future planning is in place. To review progress made against outcomes.	• Regional ALN Lead • Campus Lead	• PCP Meeting (IDP review) • Databridge event logs • Profile • ILP • Termly reflections • Attendance and wellbeing report • Evidence or progress against study programme goals	• Parents • Relevant team members • Other agencies • Local authority • Careers advisor	IDP flow chart IDP spreadsheet

This policy and supporting documents will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Version Number	TWO
CLT Member Responsible for Policy	Karen Flannery
Governors Approval Date	
Date of Next Review	October 2025