



# Catholic School

***“Learning Together, Loving God”***

## **ALN Inclusion Policy**

Updated July 2025  
To be reviewed July 2026

## **Objectives**

We aim to:

- Recognise and celebrate the uniqueness of every child as a gift from God.
- Provide an inclusive environment that removes barriers to learning and enables children to experience success.
- Ensure early identification of ALN through ongoing assessment and observation.
- Develop personalised provision (IEPs, IBPs) that is reviewed regularly and shared with families.
- Ensure all staff are confident in delivering HQIP and aware of the Guernsey Code of Practice for ALN.
- Foster positive, respectful partnerships with parents/carers.
- Work in collaboration with external agencies (e.g. LIS, CIAS, EP, CAMHS) to support pupils with specific needs.
- Include children in decisions about their learning and provision wherever possible.
- Monitor the progress of pupils with ALN and evaluate the impact of interventions.
- Promote a culture of acceptance, mutual respect and high aspirations for all learners.
- Ensure that children with ALN are supported in developing independence, communication skills, and self-confidence.

## **Guidelines**

### **Identifying and Assessing ALN**

- ALN is identified through class teacher observations, assessment data, and professional dialogue.

Pupils may be placed at:

- Targeted: In-school interventions delivered by the class teacher or LSA.
- Specialist: Additional support from external professionals and agencies.

Parents are fully involved and consulted at every stage.

Pupils' needs may fall into one or more of the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

EAL learners are not automatically identified as having ALN; progress is monitored closely by the EAL teacher in collaboration with class teachers.

### **Roles and Responsibilities**

- ALNCo: Coordinates provision, monitors progress, supports staff, liaises with outside agencies and maintains the ALN Register.
- Class Teachers: Deliver HQIP, assess pupils, plan interventions, liaise with ALNCo and parents, and maintain records.
- Headteacher: Ensures strategic oversight of ALN provision, supports the ALNCo and ensures compliance with the Guernsey ALN Code of Practice.
- Support Staff: Deliver planned interventions, contribute to reviews, support pupils' learning, and maintain relevant records.

### **Provision**

- Literacy: Daily support, phonics (Little Wandle), reading, comprehension programmes.
- Numeracy: Flexible groupings in KS2, targeted interventions, use of appropriate equipment and resources.
- EAL: Pupils are assessed using a 5-band system (A–E), with intervention tailored accordingly.
- Agencies: Collaboration with LIS, CIAS, CAMHS, EPs, ASET, SALT, OT, Physio, and others as needed.

### **Monitoring and Evaluation**

- The ALNCo monitors quality of provision through planning meetings, data analysis, observations, and professional dialogue.
- Interventions are reviewed termly to evaluate impact.

- The ALNCo contributes to the School Development Plan to ensure ALN priorities are met.

## **Conclusion**

At Notre Dame du Rosaire, we are called to live out Christ's message of love, dignity, and inclusion. We strive to meet the diverse needs of all learners through compassion, expertise, and collaboration. By recognising the unique worth of every child and supporting them with personalised provision, we empower our pupils to grow in confidence and faith, and to become successful, resilient, and loving members of our community and the wider world.