



**Outcomes
First
Group.**

Additional Learning Needs Support Policy

**Policy Folder:
Children's
Education**

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Legislative Framework

The policy is informed by the Additional Learning Needs Code for Wales (2021), and the Equality Act 2010 (Disabled School Pupils) (Wales) Regulations 2021.

1.0 DEFINITION OF ALN

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or person over that age 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 for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector. (ALN Code Wales 2021)

2.0 AIMS OF THE SCHOOL

- To ensure that all learners have access to a broad and balanced curriculum appropriate to their individual needs
- To provide a differentiated curriculum appropriate to the individual needs, ability and interests of each student
- To ensure that all learners take as full a part as possible in all school activities
- To ensure that parents/carers of all learners are kept fully informed of their child's progress and attainment
- To ensure that all learners are involved, where practicable, in decisions affecting their future provision

Whilst many factors contribute to the range of difficulties experienced by our learners, we believe that much can be done to overcome them or lessen their effect, by parents, teachers and learners working together.

The school is registered with Estyn as an independent school for children and young people with additional learning needs. All of our learners have either a Statement of Special Educational Need (SEN), Education, Health and Care Plan (EHCP), or Individual Development Plan (IDP).

3.0 WHAT PARENTS SAY ABOUT US

We feel that Pupil A's needs are very well met every day. The school and staff are amazing; Pupil A's class teacher is approachable, happy and friendly. We feel very lucky that Pupil A got a place at this school. We are extremely blessed and happy and we can't wait to see the amazing things he will achieve.

My son is finally in a school that understands him. What they have done for him since September is more than any school and medical professional has done in his whole life. I for one am extremely happy so far. Chestnut Hill have such high regard from my family, I stand firm with this.

This school is absolutely amazing; they have changed my son's life and our family's life after not being in school for over 2 years. My son now attends school and is happy, which we never thought we would see the day. They have totally changed our lives. Thank you Chestnut Hill!

4.0 WHAT ADDITIONAL LEARNING NEEDS DO CHESTNUT HILL SCHOOL CATER FOR?

Chestnut Hill School caters for learners with Autistic Spectrum Conditions and associated learning difficulties. This includes comorbid diagnoses such as Dyspraxia, ADHD, sensory processing disorder and anxiety disorders.

The learners have difficulties in one or more of the four areas of need as defined by the ALN Code (Wales) and SEN Code of Practice (England): -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All of our learners have either a Statement of Special Educational Need (SEN), Education, Health and Care Plan (EHCP), or Individual Development Plan (IDP).

5.0 WHAT DO WE PROVIDE & HOW IS IT DELIVERED?

All learners are taught within small groups with a suitable staffing ratio. All learners a suitable curriculum that is matched to their needs and development.

Outcomes First Group uses the Ask, Accept, Develop (AAD) Autism strategy to support learners. The Autism Strategy is about celebrating difference, not deficit. This means we embrace the neurodiversity positivity culture and the uniqueness of each autistic individual.

We use a range of strategies and support mechanisms (including structured teaching, PECs, and Intensive Interaction) while recognising the individual and unique needs of each student, with the emphasis on all planning and intervention being organised on that basis.

Learners also have access to range of facilities, onsite and offsite, where relevant, including a sensory room, Sports Hall facilities, Creative Arts Room, Horticulture Area, Immersive Suite, Library and Food Technology room, as well as neighbouring community facilities.

6.0 PARTNERSHIPS WITH OTHER PROFESSIONALS

Chestnut Hill School firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling our learners to achieve their potential.

Parents should be supported so as to be able and empowered to: -

- Recognise and fulfil their responsibilities as parents and play an active and values role in their child's education
- Have knowledge of their child's entitlement within the ALN framework
- 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 education provision

7.0 LEARNERS VIEWS

Chestnut Hill School involves learners in their education and decision making as much as possible through 'Pupil Voice'.

Learners are given opportunities on a daily basis to make choices about aspects of their education, at a level appropriate to their developmental and communication needs.

Regular student surveys take place to give students the opportunity to have a say in key areas of their education. Semi-verbal learners are encouraged to have their say in whole school development through using appropriate alternative methods of communication.

8.0 HOW IS THE PROVISION EVALUATED?

To ensure provision is appropriate we continually monitor and evaluate approaches through: -

- IEP target data using EFL
- Progress against end of year targets, and assessment data.
- Annual Reviews
- School development plan
- Company governance through the school improvement partner and scrutiny group
- Clinical reports
- Estyn inspections

9.0 PREPARING FOR ADULthood

The curriculum focuses on developing learners to be the best that they can be when they leave Chestnut Hill School.

From September 2025, pupils will be working from one of three bespoke pathways and will have opportunities to sit accreditations.

10.0 WHAT TRAINING IS PROVIDED FOR STAFF?

All staff undertake an induction prior to beginning their role at Chestnut Hill

School. This includes: -

- Awareness of Autism and of Autism Specific strategies via Ask, Accept, Develop
- Copies of key policies and procedures and knowledge of where all policies are located for reference

- Safeguarding and Child Protection
- Mandatory training in key areas

Ongoing staff training is also completed in a range of areas including support to implement a range of approaches, awareness of new policies and procedures, health and safety, and safeguarding as well as individualised professional development.

11.0 LA LOCAL OFFER

Although the learners come from a range of local authorities, Chestnut Hill School is based in Flintshire North Wales. For their local offer, which sets out how to access services, the pathway and processes your child, young person, or family might travel through, you can visit their website.

12.0 COMPLAINTS POLICY

Concerns will be dealt with under the terms of our Complaints Policy which is available on the school website, and on request from the school.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world