

Additional Learning Needs Policy

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V1	January 2020	HP	Reformatted - minor amendments
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Associated documents
Additional Learning Needs Code for Wales Welsh Government Transformation Guidance Monmouthshire ALN Strategy

Aims

Monmouth Comprehensive School prides itself on being a fully inclusive community for students of all abilities, challenges, race, gender and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many students throughout their full time education will experience a time when they need support from time to time 'In addition to, the education provision made generally for students'.

Monmouth Comprehensive School is committed to promoting high standards of appropriate achievements and progress for all students with additional learning needs:

- ★ Students with identified additional needs and challenges will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and the means by which to achieve well and make a valued contribution.
- ★ To provide provision through universal, universal plus, targeted and specialist support and intervention to overcome barriers to learning for all.
- ★ To meet the needs of all students with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- ★ To take a person centred approach to ensure the wishes, views and opinions of the student are captured and taken into account. Parental engagement forms a crucial aspect of the process.
- ★ To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA and other partners.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of students' needs. The school will maximise present best practice and policies to meet need.
- ★ Students will be fully involved in developing their One Page Profiles and where appropriate, setting targets within their Target Sheet or outcomes in their Individual Development Plan (IDP). This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, students will be actively encouraged to track their own progress and supported in recognising their achievement and reviewing their targets. This will be done through the current assessment policy and practice as well as the pastoral system with the work of the Form Tutor and the Directors of Learning.
- ★ Students will be fully involved in transition phases, when entering the School, when transferring to Key Stage 4 / 5 and when moving on to college and work.
- ★ Parents and carers will be included fully as partners in the decision making process in providing additional support. Their views and understanding of the students' needs will be taken fully into account.

- ★ The School's normal assessment system will ensure that all additional learning needs are identified early. In addition, there is a monitoring system whereby any significant difficulty with learning or behaviour, not previously identified, is brought to the attention of the Directors of Learning and the Additional Learning Needs Coordinator through tracking and monitoring systems (See Policy document on Assessment).
- ★ The school will keep abreast of best practice when devising intervention, support and provision following the graduated system of support to overcome barriers to learning.
- ★ The intervention and provision set out in the One Page Profiles and Target Sheets will be reviewed within the normal assessment cycle at the school through a person centred review. IDPs will be formally reviewed through a person centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a student's progress, taking into account the views of parents, teachers and child. The key team members i.e. subject teachers, teaching assistants and the Directors of Learning, will all contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

Roles and Responsibilities

The approach to providing for students with Additional Needs will be whole school. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the subject teacher who, using the information from the IDP, plans, delivers and assesses achievement and progress according to the needs of the student (see appendix iv).

Subject Teacher

- ★ To provide high quality teaching and learning as part of the universal provision of the school.
- ★ To implement any reasonable adjustments through universal plus provision.
- ★ To implement the school's ALN Policy.
- ★ To ensure that the resources, targets and curriculum are appropriate to the needs of the student as set out in the student's One Page Profile, Target Sheets and IDPs / Statements of SEN.
- ★ To ensure that achievement and progress are also appropriate to the needs of the student.
- ★ To support the school processes around early identification and targeted intervention to meet individualised need.
- ★ To work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator when required.
- ★ To differentiate learning and materials and set achievable goals to ensure that the students experience success.
- ★ To attend reviews and discussions on student progress, as required.

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- ★ To record and report any concerns on student progress to the Subject Leader and the Form Tutor (passing onto the ALNCo / Deputy ALNCo / Lead for the SRB and Director of Learning where appropriate).
- ★ To contribute to the provision map for individual students, making use of this to identify requirements for targeted intervention and track and monitor progress through targeted intervention.
- ★ To contribute to the development of specific support through additional learning provision where appropriate, in liaison with the Inclusion Team.
- ★ To communicate with parents, raising concerns and celebrating progress.
- ★ To support the effective handover of information to ensure successful transitions between year groups, phases and settings.

Subject Leader

- ★ To ensure high quality teaching and learning as part of the universal provision of the school across the department / faculty.
- ★ To ensure reasonable adjustments as part of universal plus provision are in place across the Subject Area.
- ★ To implement the ALN Policy.
- ★ To ensure that the resources, targets and curriculum are appropriate to the needs of students with additional learning needs.
- ★ To work with Teaching Assistants and involve them in the practice and pedagogy of the department / faculty.
- ★ To review the attainment of students and alert the Form Tutor and Director of Learning of any concerns about a student's progress.
- ★ To liaise with members of the additional learning needs team about Additional Learning Needs matters (ALNCo / Deputy ALNCo / Lead for the SRB as relevant).
- ★ To co-ordinate targeted intervention for students with additional learning needs in their department / faculty in liaison with the Inclusion Team.
- ★ To contribute to the training of staff in their department on developing practice in relation to Additional Learning Needs, liaising with the Inclusion Team as required.

Director of Learning / Whole School Co-ordinators / Pastoral Support Team

- ★ To identify, assess and monitor the progress of all students.
- ★ To liaise with teaching staff on student provision and progress.
- ★ To oversee records of all students in their Year Group and liaise with the Inclusion Team to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.

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- ★ To contribute to the annual reviewing of IDPs / Statements of SEN.
- ★ To attend reviews and discussions on student progress with parents and outside agencies, as appropriate.
- ★ To work alongside the Form Tutor in ensuring that the day to day provision of students' learning needs are met.

Teaching Assistants

- ★ To ensure the daily implementation of the school Additional Learning Needs Policy.
- ★ To liaise with and advise teaching staff on additional learning needs matters.
- ★ Have a full knowledge of the students' needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- ★ To work with the class teacher to keep records on students with IDPs and their progress.
- ★ To attend reviews and discussions on students' progress as appropriate.
- ★ To support the work of the student in the lesson by adapting work and providing support and confidence to the student.

Administration Support for ALN

- ★ To ensure the daily implementation of the school Additional Learning Needs Policy.
- ★ To liaise with teaching staff to gather appropriate information and updates on students with additional learning needs at review points during the year.
- ★ To ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Deputy Additional Learning Needs Co-ordinator / Lead for the Specialist Resource Base

- ★ To work with the ALNCo to ensure the daily oversight and implementation of the school Additional Learning Needs Policy.
- ★ To co-ordinate the work of Teaching Assistants across mainstream (Deputy ALNCo) and SRB (Lead for the SRB) provision.
- ★ To liaise with and advise teaching staff and teaching Assistants on additional learning needs and additional learning provision matters.
- ★ To support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs.
- ★ To work with class teachers to oversee the provision for students with additional learning needs at a universal plus and targeted support level throughout the school.

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- ★ To work in collaboration with the Inclusion Team to develop, monitor and track the Provision Map for students with additional learning needs.
- ★ To oversee the records of all students with additional learning needs, including the completion of appropriate referral forms.
- ★ To contribute to the in-service training of staff.
- ★ Identify the students requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).
- ★ To liaise with parents / carers.
- ★ To support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- ★ To work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / Statements of SEN, with effective implementation of strategies, appropriate and provision agreed.
- ★ To work with the ALNCo, to contribute to the School Development Plan and the identifying resource needs.
- ★ To ensure IDP / Statement of SEN reviews are completed within statutory timescales.
- ★ To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.

Assistant Headteacher – Inclusion / ALNCo

- ★ To ensure the daily implementation and review of the school Additional Learning Needs Policy.
- ★ To ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- ★ To oversee the work of the Deputy ALNCo and Lead for the SRB.
- ★ To ensure a clear process and system of identification, assessment and review of students where there is a query around an ALN.
- ★ To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP, Target Sheets and IDPs.
- ★ To monitor and evaluate the person centred approach used across the school.
- ★ To monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, universal plus provision and impactful targeted intervention.
- ★ To liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- ★ To oversee the co-ordination of the additional learning provision (specialised support) for students with additional learning needs throughout the school.
- ★ To ensure a clear process of appeal and dispute resolution in relation to ALN.
- ★ To contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.

- ★ To work alongside the Cluster of Primary Schools and the Local Authority.
- ★ To continue development of the Local Authority agreed Specialist Resource Base Programmes, including liaison with the Local Authority and development of an appropriate staffing structure.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision (see appendix iii). Their role will be primarily to support and guide subject teachers in providing appropriately for students in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the student, withdraw students for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person centred review meeting held each year.

Identification and Provision

Monmouth Comprehensive School uses the definitions of **additional learning needs** and **additional learning provision** as recorded in the Additional Learning Needs Code for Wales 2021.

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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

‘Additional learning provision’ for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream maintained schools in Wales.

Monmouth Comprehensive School is working towards the national implementation of the ALN Act 2018 from September 2021. This legislation will be used to support all students newly identified as having an additional learning need which calls for additional learning provision and from January 2022, those

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students in Year 7 and 10 (in-line with the Welsh Government Transition Plan). All other students with an already identified need will remain on the current system in-line with Welsh Government guidance.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

Identification and monitoring of a student with Additional Learning Needs is carried out through the assessment and wellbeing processes at Monmouth Comprehensive School.

Teachers are involved in the on-going assessment of student needs and progress to determine need; monitoring and tracking systems support the identification of any progress concerns and the requirement for further assessment.

Students are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALNCo and outside agencies
- ★ behaviour / relationship logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on students that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Transition and Induction

For students with IDPs / Statements, a member of the Inclusion Team requests to be invited to review meetings from Year 5. This supports the collation of information and development of the provision map. Meetings with the Local Authority regarding students with Local Authority led IDPs / Statements of SEN are held in the December before the point of transfer to discuss needs and how these can be met. Enhanced transition plans are created with the feeder school.

On confirmation of the cohort from the LA, information is gathered about students on the Additional Learning Needs Register from primary school ALNCoS. Quantitative and qualitative information is collated, including End of Key Stage 2 data and in many cases reading ages and some cognitive benchmarking data. Members of the Inclusion Team begin visiting and gathering further information on these individuals and their learning needs. One Page Profile information is passed on from feeder schools to the secondary provision at the point of transition.

During the summer term prior to transfer, key staff and the Director of Learning for Key Stage 3 visit all feeder schools to meet with our new students and to talk with their class teachers about attainment and learning styles of students.

Levels of Support

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Students requiring support can then be identified and intervention strategies developed (see appendix iii). Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

The level of support:

Specific Additional Learning Provision

The needs of a student are severe and complex and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the student's needs. Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a student is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the student and school staff.

Monmouth Comprehensive will follow the Welsh Government Transformation process from January 2022. Students without Statements of SEN in Years 7 and 10 with specialist additional learning provision will transfer to IDPs during the Spring / Summer Term 2022. Students without Statements of SEN in other Year Groups will continue on their current plan until the transformation of their Year Group takes place, in-line with Welsh Government's transformation process.

For students with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs.

In all cases of a Statement of SEN or an IDP, a review meeting will be held annually and all stakeholders invited to contribute.

Targeted Intervention

School has a range of targeted provision in place which can be short or long term to meet an identified barrier to learning. This can also include support from staff with specific training, accessed through school resources or externally. A One Page Profile is developed with all stakeholders which provides key information on the student to all working with the individual. This will be reviewed at least annually. Within the targeted intervention, there will be set targets of focus, through which school staff will continue to track and monitor progress.

Universal Plus Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

Universal Provision

All teaching and learning throughout the school is inclusive to meet the needs of nearly all students, including high quality differentiation.

For all students with identified additional learning needs, One Page Profiles are created with students and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / Statements of SEN are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo / Deputy ALNCo . Lead for the SRB. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

Student, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN concerns with the Inclusion Team. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of student tracking data and test results
- ★ value added data
- ★ monitoring of procedures and practice by the Senior Leadership Team and the Directors of Learning
- ★ reviewing target sheets and IDP outcomes
- ★ school self-evaluation, using a variety of approaches
- ★ the Additional Learning Needs moderation process
- ★ the Annual Inclusion Team Review
- ★ Faculty Review Documents
- ★ Year Group Learning Reviews

★ School Development Plan/Inclusion Area Action Plan

This policy was approved by the Governors

Signed: Chair of Governors

Date:

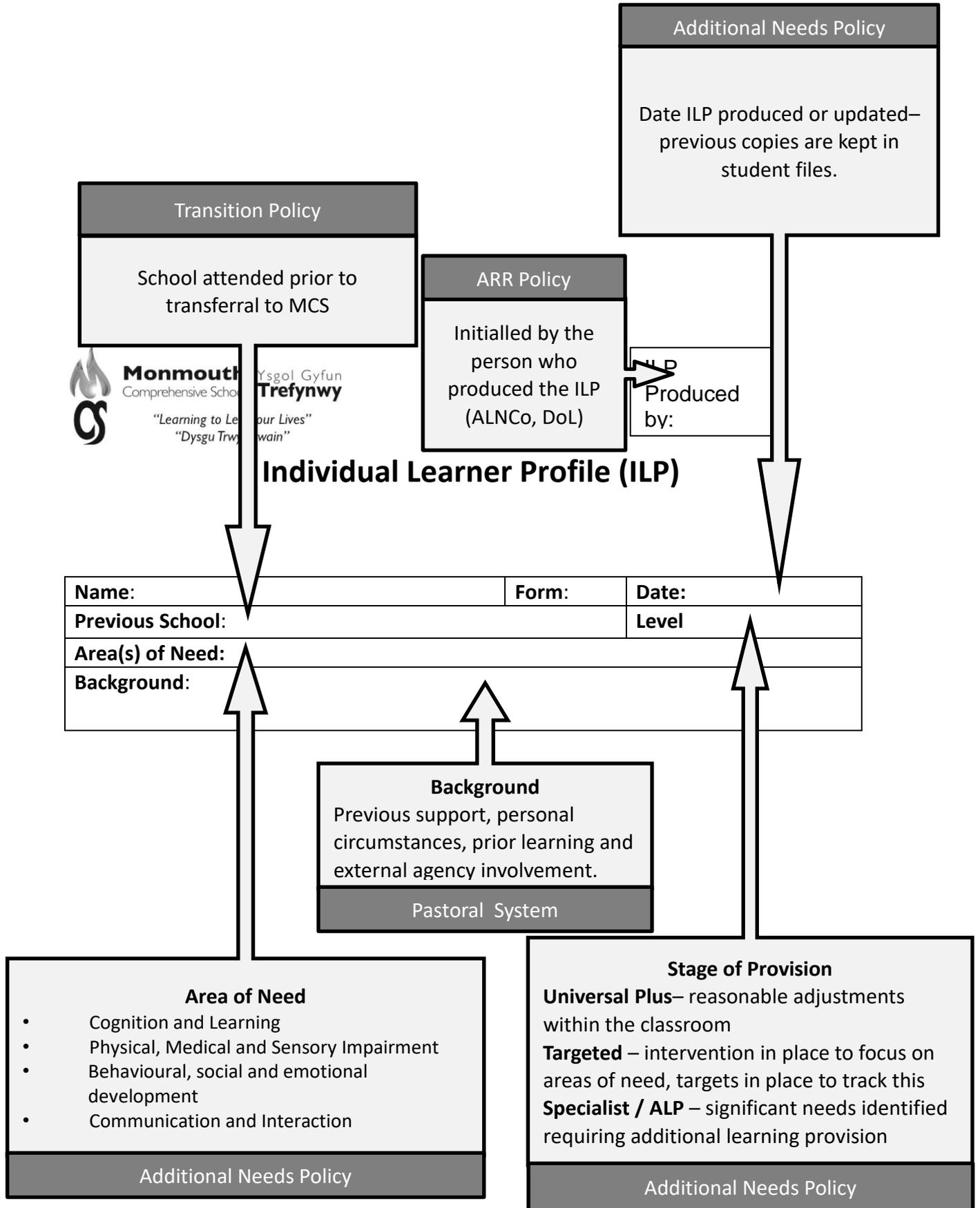
Signed: Headteacher

Date:

Appendix i - Individual Learner Profile

Each student with identified additional learning needs has an Individual Learner Profile, this is created by staff to provide an overview of student need and support strategies.

Name		Form		Date					
Previous School				Statement					
Area(s) of need									
Background									
Student Information									
NFER CAT Scores				Attainment Levels		Literacy / Numeracy Scores			
Mean SAS	V.S AS	Q.S AS	NV.S AS	En	Ma	Sc	Reading	Spelling	Numeracy
What others like and admire						How to support			
Approach to Learning									
						Provision to meet need			



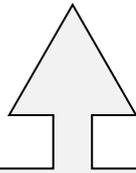
Supporting the Learning of all Policy

Literacy and Numeracy Scores / Ages

Scores are displayed as standardised scores, where 85 to 115 is the broad average range. Scores below 85 are below average and above 115 above average. Standardised scores are determined according to the chronological age of the student and the raw score achieved on the test. Their reading and numeracy ages are determined by the raw score achieved in the test. Students with a reading / numeracy age of under 9 years and 6 months will find accessing the curriculum a challenge. All students' reading and spelling is tested in September of Year 7 to determine if any interventions are required. Reading and Numeracy are tested in each May throughout Key Stage 3 to monitor progress.

Transition Policy
Attainment Levels
 Attainment achieved at previous Key Stage in core subjects

Student Information									
NFER CAT Scores				Attainment Levels KS2			Literacy / Numeracy Scores		
Mean SAS	V.SAS	Q.SAS	NV.SAS	En	Ma	Sc	Reading	Spelling	Numeracy



NFER Scores

All scores are displayed as a Standardised Age Score (SAS). The absolute average SAS for any age is 100. The spread of scores (standard deviation) is plus and minus 15 points, therefore the broad average range is between 85 and 115.

Mean SAS – The average of the three other scores.

Verbal SAS – A student’s ability to handle verbal concepts, verbal symbols and use verbal reasoning.

Quantitative SAS – A student’s ability to handle quantitative data. This can support in subjects such as Mathematics, Science, Geography and Business.

Non Verbal SAS – A student’s visual and spatial awareness. This can be used in subjects such as Mathematics, Physics and Design Technology.

ARR Policy

Support	
What is important to	<div style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>Using the Additional Needs Policy, Transition Policy, Assessment Policy, NFER Data, Key Stage Data, Literacy and numeracy standardised scores and the pastoral system, as well as talking to parents and students, a summary of where support is needed is recorded in this area.</p> </div>
How to support	<div style="border: 1px solid black; border-radius: 10px; padding: 10px;"> <p>Using the Teaching and Learning Policy, Assessment for Learning Policy, Homework Policy, Additional Needs Policy, the Pastoral Programme, the Relationships Policy, Essential Skills, approaches to learning are recorded in this section. These strategies will support students.</p> </div>

<p>Provision to meet need</p>	<p>This records any additional support outside the classroom. The Inclusion Map illustrates the provision available within the school. Access arrangements for examinations are also recorded, following a formal assessment and application through the Joint Council for Qualifications.</p>
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Appendix ii – One Page Profile

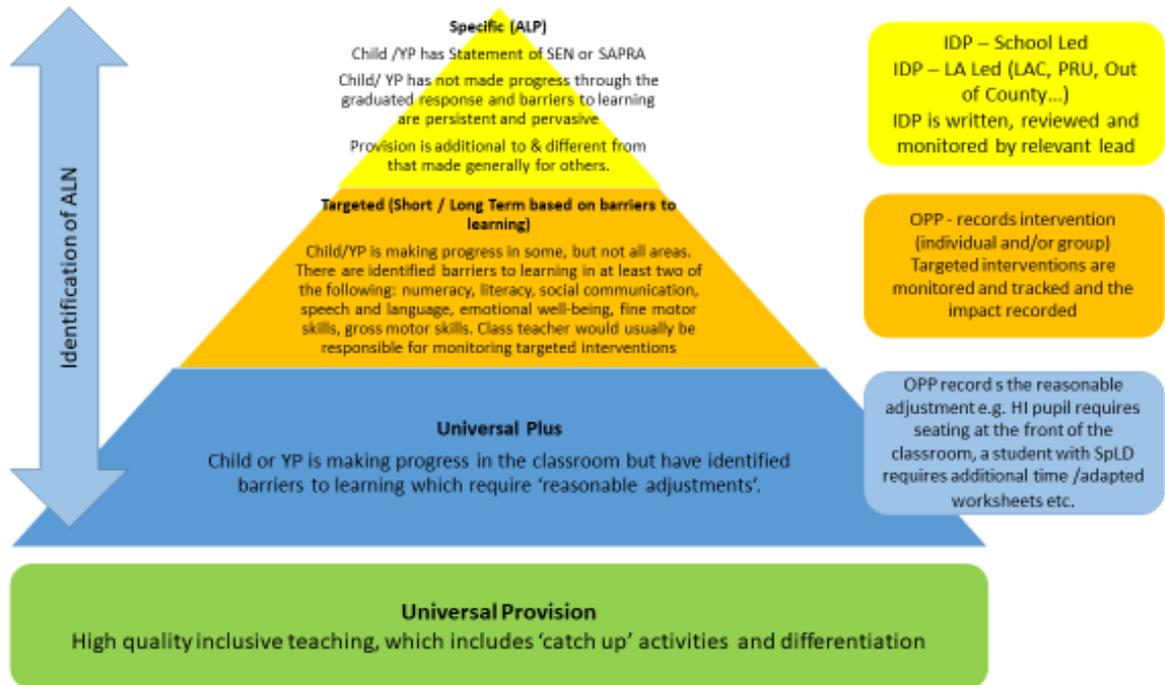
One Page Profiles are created through person centred approaches for all students with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

This is me	What people like and admire about me ...
What is important to me ...	
How to support me well ...	

Appendix iii – Support Structures

Overview of the areas of the Provision Map:

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Overview of the MCS Provision Map



Appendix iv – Other Vulnerable Groups

English as an Additional Language

Students with English as an Additional Language are not classed as having additional learning needs, unless this has been identified through assessment in their home language.

Gwent Ethnic Minority Services (GEMS) work with school to assess any students newly identified as EAL, to determine their competency levels in English. Based on this assessment, individuals may receive direct support from GEMS staff or specific support through school.

Ongoing support is provided through GEMS in relation to:

- ★ communication with parents where language remains a barrier
- ★ accessing home language qualifications
- ★ advice and support regarding specific skill areas

General strategies to support learners with EAL:

- ★ seat next to students who are empathetic and helpful
- ★ language should be presented in a meaningful context – use images and pictures
- ★ English should be spoken clearly, using simplified language where possible in instructions
- ★ encourage repetition and use of new words taught
- ★ present students with differentiated information, considering the language used
- ★ identify key vocabulary and sentence structures, breaking down tasks
- ★ encourage the use of glossaries at the back of books
- ★ use Google Translate to provide instructions if required
- ★ encourage peers to support with a language rich environment
- ★ model the activities to be completed
- ★ use time charts, timelines and writing frames to support written work
- ★ use a variety of methods of recording to support in the written aspect of lessons
- ★ make use of ICT where possible to support in learning
- ★ students carry dictionaries around with them, should they be required
- ★ students can continue to write the word in their home language and English to ensure understanding

Healthcare Needs

There is a separate policy in place for Supporting the Needs of Students with Healthcare Needs (in-line with Welsh Government Guidance). Information about students with healthcare needs are located within the Staff Share area and SIMS. Where medical needs are complex and require modifications to provision, an Individual Healthcare Plan will be written by a member of the Inclusion and Wellbeing Team in collaboration with the student and parents. Students who suffer from anaphylaxis and have an epi-pen will be in receipt of an Allergy-Wise Plan.

Key considerations:

- ★ where a student has an allergy, reasonable adjustments need to be made when engaging in any food based learning (the individual should be included in this planning)
- ★ risk assessments for trips and visits need to include information about medical needs
- ★ all medication must be stored in Healthcare
- ★ epi-pens are stored within an accessible area of Healthcare – those staff epi-pen trained will be in receipt of all information required
- ★ first aid kits are available in each faculty base
- ★ Healthcare remains accessible during breaks, Wellbeing is to be contacted in a first aid emergency

Looked After Children

Children who are looked after (LAC) are identified through SIMS by a 'Y' in the 'Looked After' column within spreadsheets. Each student who is LAC will have a Personal Education Plan (PEP). If they are looked after by a Local Authority in Wales, the Social Worker will lead the process. If they are looked after by a Local Authority in England, the school will lead the process. A member of the Inclusion and Wellbeing Team will support this process and be a key liaison between school and home. Please be mindful of the past experiences these students may have had and the impact this could have on learning. Where an individual has an additional learning need, there will be an ILP in place which provides important aspects of their background. Where there is an ALN calling for ALP, the Local Authority will take responsibility for the IDP. Please consider the information on Adverse Childhood Experiences when working with students who are LAC.

Service Children

Students who have parents currently or previously in the armed forces are identified through the admissions process. It is felt that many of these students will have experienced a range of house moves and the relocations may have impacted their social and emotional development, as well as their learning. Students are able to access support through school based provision or through the Partnership Officer for Service Children in Monmouthshire.

Young Carers

A number of our students take care of and support family members, whether parents or siblings who are unwell or have additional learning needs. These children access support through the Young Carers Service outside of school, but are also offered 'drop in' sessions in school. The list of young carers is updated annually and shared with all staff.

Please be mindful of the following:

- ★ students may not be able to make all deadlines due to their caring responsibilities and where possible discussions should be had around extensions / additional support to complete tasks
- ★ students may be tired coming into school, based on the tasks they need to complete before leaving home each morning
- ★ they may not have a quiet space at home to complete work
- ★ communication between school and home may be more challenging